Bundesministerium
für Arbeit und Soziales

be Berlin

The Peer Review Manual of the ESF Learning Network

IMPART

Increasing the Participation
of Migrants and Ethnic Minorities
in Employment

This action is running under Learning for Change – Setting up Learning Networks under the ESF 2007-2013 and receives funding by the European Commission.

ESF
Europäischer Sozialfonds
für Deutschland

EUROPÄISCHE UNION

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Newcastle/Brighton January 2010
Quality System Assured

The IMPART Peer Review Manual has been produced with funding provided through the Federal Ministry of Labour and Social Affairs of Germany for usage within the ESF Learning Network IMPART, coordinated by the Commissioner for Integration and Migration of the Berlin Senate.

This manual has been written using contributions from the IMPART Secretariat, the IMPART Thematic Working Groups and independent consultant Unus Goga, and their assistance is gratefully acknowledged.

1.0 The IMPART Peer Review Manual

1.1 Introduction

This manual (Version 2) is for the use of IMPART Partners and Peers who are participating in the 'Learning for Change Network'.

The purpose of this manual is to

- Define the objectives of the Peer Review
- Define roles and responsibilities for the Peer Review
- Define the relationship between the Benchmark and the Peer Review
- Provide guidance for IMPART Partners and projects on what is involved in hosting the Peer Reviews
- Provide a training resource for Peers who will participate in the Peer Reviews, giving them background information, reference materials and guidance.
- Provide a framework for the implementation of the Peer Reviews

This manual will be used as the principal resource for the face to face briefing of Peers at the training seminars in 2010 and 2011.

1.2 What to read?

Anyone who participates in the ESF IMPART learning Network Peer Review as Network Partner, Peer, or project staff member will find it helpful to read the entire manual, if they can find the time. It looks long, but bear in mind that the Appendices do not have to be read in detail yet.

Peers in particular will need to read the whole manual. IMPART training seminars held before their study visits will be their main source of training. To benefit from the seminars, they should read the manual which fully explains their role. Chapters 6 and 8 are written specifically for them, but all are important (see below). Further background information will be sent to the Peers with the seminar joining instructions.

Network Partners and project staff can, if they are short of time, miss-out Chapters 6, and 8. However, the following chapters will be vital for them to understand the IMPART process:

- Chapters 1, 2, and 3 introduce the Peer Review and the Benchmark, explaining the purpose and basic ideas behind the methodology we shall use. You need to read these chapters to understand what the IMPART Network is about.
- Chapter 4 explains how IMPART identifies projects to be Peer-reviewed.
- Chapter 7 describes the 'Project Report', drawn up beforehand by a project that is going to be reviewed, which prepares Peers for their visit to it.
- Chapter 9 sets out in detail the actions required during the Peer Review visit, and the follow-up.

1.3 Timetable: the Peer Review sequence

To illustrate the way different tasks in our Peer Review fit together, the draft timetable for two study visits in the first round of the Peer Review is set out below. At the time of writing, the Network has not made its final choice of projects for this first Round. For illustration, we assume that there are two visits in round 1 to projects in Berlin and Partner 2 (not yet confirmed).

Task carried out by	Task	Draft timetable for tasks in the first round of Peer Reviews - 2010. (Week numbers).																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Partners	Identify projects																										
Partners	Identify peers																										
Partners	Agree dates for PR visits																										
All peers	Training seminar																										
Berlin	Prepare project report (Berlin)																										
Berlin	*Book hotels and arrange logistics for PR visit*																										
Berlin	*Submit project report to secretariat for checking*																										
Secretariat	*Checking of PR report*																										
Berlin	*Make corrections and additions to project report by project/partner*																										
Peer Review team for Berlin	Desk review of project report (Berlin)																										
Secretariat	Send collated desk review to Berlin																										
Secretariat	Finalise PR study visit programme																										
Partner 2	Prepare project report (Partner 2)																										
Partner 2	*Book hotels and arrange logistics for PR visit*																										
Partner 2	*Submit project report to secretariat for checking*																										
Secretariat	*Checking by secretariat*																										
Partner 2	*Make corrections and additions to project report by project/partner*																										
Peer Review team 2	Desk review of project report (partner 2)																										
Secretariat	Send collated desk review to Spain																										
Secretariat	Finalise PR study visit programme (Partner 2)																										
Peer Review team for Berlin	Peer Review study visit (Berlin)																										
Peer Review team 2	Peer Review study visit (Partner 2)																										
Moderator/ Secretariat	Completion of Study vist report (Berlin)																										
Moderator/ Secretariat	Completion of Study vist report (Partner 2)																										

2.0 The Peer Review

2.1 Introduction: learning from project experience

To learn in depth from the experience of EU-funded actions on migrant employment, the IMPART Network has developed a distinctive methodology which builds on two well-established techniques for comparing different projects. These are the traditional exchange of good practice, and the original or 'classic' form of Peer Review. To see clearly what the IMPART method aims to do, it is worth briefly comparing it with these two previous learning methods.

2.2 Exchange of good practice – traditional approach

This is essentially a dialogue between two projects, visiting one another. One presents its work to the other, giving its own view of its experience. Typically, and understandably, it will focus more on strengths than on weaknesses. Sometimes (not always) this project-to-project dialogue is structured with an agreed set of questions to address. But

- that framework of enquiry is usually *ad hoc*, devised just for this exchange
- it does not refer systematically to any sector-wide experience or standard
- participants judge subjectively what they think of the answers they have heard, with no requirement to show transparently how they reached those judgements.

Certainly projects often draw valuable ideas from exchange of good practice in this traditional way. But they are only learning about their selected partner in the dialogue. And the learning cannot go any further. From *ad hoc* dialogue of this kind, we cannot derive general findings about factors that drive chances of long-term success or failure for projects in a given policy area.

2.3 Peer Review – the original concept

Learning for the IMPART Network builds on the Peer Review method developed in transnational joint work between projects and public authorities (for example cities). Originating from benchmarking work it has been described as:

> *"A process of self-evaluation and self-improvement through the systematic and collaborative comparison of practice and performance in order to identify own strengths and weaknesses, and learn how to adapt and improve as conditions change"* it *"offers a way of identifying 'better and smarter' ways of doing things and understanding why they are better or smarter. These insights can then be used to implement changes that will improve practice."*[1]

The classic Peer Review is thus a carefully-structured dialogue between projects or cities that helps practitioners (Peers) to see which aspects of their own practice they should change, to get closer to a recognised ideal model of 'what works'. To the traditional exchange of good practice, it adds a much more developed framework of analysis which refers explicitly to best practice in that sector (or policy field).

[1] *Jackson, N. (2001), Benchmarking in UK HE: An Overview, Quality Assurance in Education, Vol. 9.*

It focuses on

- the model of service provision embodied in each project (its practice)
- how well the project and its participants are using that model (their performance)
- things which the project's participants themselves could choose to do differently, to get better results from that model (their own action to improve performance).

2.4 Peer Review – the IMPART concept

In the Peer Review approach developed for IMPART, the project-to-project relationship is still crucial. At its heart remains systematic comparison of practical experience from different projects, through dialogue between Peers and project members, assessment and self-evaluation. The individual project which is peer-reviewed should still get insights into ways of working 'smarter' and improving its performance.

But IMPART also aims to draw much wider learning from this process. As an ESF Learning Network, it has agreed that it wants to find out not only 'what works' but also what does not work, and why, so the European Commission can share this understanding.

In particular IMPART's Peer Review process will try to explain why a project may have problems in fully implementing its chosen delivery mode, or may fail ultimately to get it mainstreamed – even if it is known to be very good practice:

> *For IMPART, it is not enough to identify good (or even best) practice in the use of ESF resources. … Looking at projects in different places that seek to do a roughly similar job in a given thematic area - why does one get better outcomes, relative to ESF grant, than the other? Why is one getting mainstreamed, and the other not…?*[1]

Explaining why things function well or badly is a process of **diagnosis**. So although our IMPART Peer Review still compares each project's circumstances and performance with an 'ideal' or 'benchmark' – like the classic method - it uses this assessment as a diagnostic tool to reveal the reasons for success or failure in implementing that project's chosen delivery model, or practice. From these findings, gathered and analysed at Network level, IMPART will develop policy recommendations for the Commission.

In short the Peer Review process developed by IMPART will look

- not just at a project's model of service provision (its practice), but at its chances of success in implementing that model fully and getting it mainstreamed for the long term;

- not only at how well the project itself performs, but equally at its participants' experience of the environment in which they work - helping them to apply their model, or creating risks that it will not be fully implemented and mainstreamed; and

[1] IMPART Management Committee report *Key concepts for the Network* (11 June 2009)

- not only at things which the project itself can choose to alter, but equally at things *outside the control* of project participants which may enhance or weaken their chances of successful implementation and mainstreaming – and are therefore of key significance for the Commission as it considers future funding strategy.

2.5 IMPART method: analysing lessons of project experience

The IMPART Peer Review is a diagnostic tool that uses careful, systematic analysis of projects' experience to

- find the reasons for success or failure in maximising the gains from their good practice, through effective implementation and mainstreaming; and
- from these findings, develop recommendations about the future use of ESF resources to promote migrant and ethnic minority employment.

Its analysis is done by Peers, comparing the selected EU-funded project with a benchmark (or ideal). The benchmark defines critical factors within a project – its performance and structure, capacity and circumstances - which are most likely to bring long-term success in its thematic area, achieving best value for the resources committed to it. So when Peers look to see how a project compares with the benchmark, they are in fact testing whether it has those critical factors in place – internally or in its wider environment.

This is not about judging 'how well' the project has performed. It is about understanding how some good-practice projects may have better chances than others to achieve full success, in the terms (above) which are crucial for the European Commission.

The IMPART Peer Review process thus involves

- gathering empirical evidence of the performance and structure, capacity and circumstances of each project;
- testing this evidence against indicators in the benchmarking tool, to assess how far critical success factors (identified in the benchmarks) arise in the project;
- recording and evaluating the findings through a systematic, transparent procedure;
- generating feedback for the host project and the Network.

Findings from the Peer Review study visits provide the basis for recommendations by the IMPART Network to the European Commission, National and Regional ESF managing authorities and other stakeholders about the future use of ESF and other relevant EU funding resources to promote migrant and ethnic minority employment.

Partners should benefit directly, because the Peer Reviews will;

- strengthen their own understanding of good practice in this field, and
- enable them to check on progress in developing, implementing and mainstreaming measures to improve integration in the labour market for migrants and minority ethnic members.

Lastly, IMPART aims to develop the benchmark itself as a **key output** from its learning process. The benchmark's list of critical factors was derived from examining the archive of ESF project experience in migrant and ethnic minority employment, and from Network Partners' own views on that experience. But the present benchmarking toolkit is not definitive. Its image of 'what makes a difference' will itself be tested through the Peer Review process. Peers and projects will find that some indicators (critical factors) are more relevant or usable than others. They may point out new critical factors. So by the end of the Peer Review process, the Network can revise the toolkit to embody what has been learnt about key factors for success. This product can then be offered to the Commission.

2.6 IMPART's innovation: summary

To summarise what is distinctive about IMPART, the following table shows some key ways in which the Network has brought innovation:

IMPART goes beyond	**to look also at …**
• **the project's 'practice' or service model**	• **chances of fully implementing / mainstreaming that model**
• **a project's own performance**	• **its environment – does it help or hinder?**
• **what the project can control**	• **factors outside its control**
And beyond …	***to seeing …***
• ***the benchmark as review tool***	• ***the benchmark as (also) a Network output***

2.7 IMPART – the sequence of tasks

The IMPART Peer Review is a sequence of tasks carried out according to set schedule and process. Each step in it generates an outcome that is used in the next step. The sequence can be summarised as follows (Dates in brackets count for **first round** of Peer Review visits):-

I. Preparation of benchmarks (completed)
II. Preparation of contextual TWG working papers (completed)
III. Preparation of baseline reports giving national/regional context for Peer Review (Partners, Moderators, in the process of completion)
IV. Identification of hosts and projects for Peer Review (TWGs with Moderators, Partners & host project by end January 2010)
V. Identification of Peers (Partners by end January 2010)
VI. Training of Peers (Secretariat, Moderators, Partner & Peers, March 2010)
VII. Preparation of host Project Report (Partner and host project, end March /Beginning of April 2010)
VIII. Desk review of host Project Report (Peers, Moderators, end March /Beginning of April 2010)
IX. Pre-visit planning and preparation (Secretariat, Partner, host project, Moderators and Peers, end March / April 2010)
X. Peer Review visit (Moderators, Partner, host project and Peers April 2010)
XI. Collation of evidence and preparation of reports (Moderators, Secretariat& Peers, May 2010)
XII. Evaluation reports after Peer Review study visits (May/June 2010)
XIII. Final Network report (at the end of each round 2010 and 2011 / Moderators)

2.8 Network coordination and support

Throughout this sequence of tasks, participants will get expert support from two sources available across the Network as a whole:

Secretariat
Berlin Senate as lead Partner in the Network provides its Secretariat, which

- coordinates the Network's activity, including its information flows, records and website;
- manages its budget; and
- manages the logistics of Network-wide activity, including its meetings and aspects of Peer Review visits which require coordination / financing at Network level.

Network Moderators
The Network has appointed external consultants as Moderators to advise and support participants in the learning process itself. The role of Network Moderators includes

- helping Partners to develop the IMPART methodology, including its benchmark, and training Peers in that method;
- acting as lead member and coordinator of Peer Review teams during study visits;
- drawing conclusions from the Peer Review process, in consultation with Partners;
- ensuring feedback to host projects; and
- helping Partners to present Network learning to the Commission.

3.0 Benchmarks

3.1 Introduction

The draft IMPART benchmarking toolkit to be used as the basis for the Network's Peer Review process is at Annex 3. It is separated into three sections, addressing the three core themes of IMPART agreed by Management Committee:

- assessment and validation – valuing migrant competences;
- fostering anti-discrimination skills as a professional approach;
- and integrated territorial approaches.

The toolkit is for use by Peers on their peer review study visits to selected ESF projects. Each section includes indicators that can be used by Peers to assess how far the project shows a range of 'critical factors'. These are factors which, from transnational experience, are found to make the difference between success and failure in implementing and mainstreaming good practice.

3.2 Background to the toolkit

At their first meeting in June 2009, each of the three Thematic Working Groups (TWGs) of IMPART began work to prepare the toolkit by considering critical factors for projects on their theme, and a draft list of indicators to check for these factors. TWG members were further consulted on the indicators in July and August. The following revised toolkit incorporates their feedback to date. It was prepared by the MigrationWork CIC team of Network Moderators, with input from Unus Goga (consultant).

3.3 Elements of the toolkit

The tool kit includes the following integrated elements display in the form of columns

No.: Reference number for each critical success factor.

Critical factor: A factor within a project or in its environment which - from experience of ESF and other European transnational work - appears to have a decisive effect on that project's chances of success or failure in getting its model of good practice implemented and mainstreamed.

Indicator: An observable feature or characteristic of the project – or of its local or national environment – which can be used to test whether the critical factor is present. The indicator is expressed as a short statement whose content may be quantitative (in which case the indicator is also a 'measure'), or qualitative, or a mix of both. The statement can be verified: that is, it must be either valid or false. Peer Review aims to find out whether the indicator statement is valid for the selected project.

Evidence: Data, documentary material or personal testimony which the Peer Review team will examine to test whether the indicator is satisfied by the ESF project they are visiting. Depending on the nature of this evidence, they may need to assess it statistically or by qualitative judgement. In either case it should be on the record, transparent, and open to independent validation. Peers may find other evidence relevant to an indicator. But to keep the review process consistent, they must always – as a minimum – check the items of evidence listed for the indicator in this toolkit.

Information source: A location or activity from which the specified evidence can be obtained. This listing of sources is not exhaustive, and Peers may add others. But an indicator is usable in practice only if information to test its validity is available from accessible and reliable sources.

4.0 Identification of projects for Peer Review [1]

4.1 Introduction

Through its Thematic Working Groups (TWGs), the IMPART Network has agreed a set of criteria for choosing projects on migrant and ethnic minority employment to include in its process of Peer Review through 2010 and 2011. In parallel Partners also adopted criteria for nominating Peers to carry out the review process. On this basis, Partners will nominate projects as candidates for hosting a Peer Review study visit.

For both Round I and Round II, TWGs need a clear descriptive framework to compare the proposed projects objectively, and decide which ones to include in its programme of study visits. This framework enables TWGs to

- check that nominated projects meet the agreed selection criteria, and
- assess which selection of projects will give the right balance between the various key aspects of its theme (including key 'topics' or sub-themes) already identified in the Group's work.

The template at Annex 4 provides this descriptive framework. Completing the template involves the following:

- Part A; Insert the project's title and details of its nomination.
- Part B. Insert quantative and qualitative answers to the questions to describe the key attributes of the nominated project. (This provides the framework for TWGs to check, compare and assess the projects suggested to them).

Key attributes (2nd column)

These are the criteria for project selection. They include project features which IMPART Management Committee has agreed are important for the Peer Review programme. Each attribute is elaborated as a question or series of questions in italics.

Project nominated for Peer Review – description (3rd Column)

Partners must write answers to the questions that describe how the nominated project matches the attribute in question. Please provide as much detail as is considered necessary)

Assessment (4th Column)

TWG lead Partners and members should use this to assess the nominated projects against the attribute in question (low/medium/ high). Aggregate scores, across all attributes, can then be used to assess whether it will meet the TWG's requirements for Peer Review.

[1] Process accomplished for Round I (2010) and parts of Round II (2011). Project nomination and selection for Peer Review Round I and parts of Round II took place at IMPART TWG and Management Committee Meeting 9/10 December 2009 in Bruges.

The criteria for selecting projects for Peer Review have been collated from work carried out by the Secretariat and the TWG's projects should meet the following criteria:

- Reflect that TWG's overall theme, and at least one of the sub-themes or 'topics' (adopted at its meeting 10 June 09);
- Demonstrate a potential for learning about good practice in implementing and/or mainstreaming the theme of TWG I;
- Be currently funded by ESF, in general - but with flexibility to include one or two other cases as indicated by criterion 5;
- Exceptionally, if it is felt to offer particularly relevant lessons, be a project which is currently funded from non-ESF European sources, or was funded originally by ESF but is now mainstreamed, continuing in a legally structured framework (e.g. continuation of matched funding by government or employers) possibly within an agreed timescale after the project;
- Have been running for at least a year at the time of Peer Review (in the case of current ESF projects), with some results ready to share in 2010 or 2011;
- Be ready to learn and share lessons, and not be anxious about being questioned;
- Be willing to prepare and host Peer Review visits, and to allocate time for interviews;
- Have key project information available in translation;
- Have available a range of interviewees for Peer Review, including MEM beneficiaries and
- Migrant Self Help Organisations (MSOs), to help determine whether the project demonstrates 'good practice'.

5.0 Identification of Peers

5.1 Introduction

The word '**Peer**' means equal. In this platform Peers carry out a review of ESF projects/programmes in one of the three thematic areas. Collectively the team of Peers must understand and have practical experience of and be competent to understand **all** of the critical factors relevant to the thematic area for the review. It is not necessary for every Peer to have experience or to be competent in every critical success factor for the review.

Network Partners should select 6-7 Peers in total. Every effort will be made to provide all Peers with the opportunity to participate. However not all will be called upon to participate in the same visit.

A Peer must have a similar blend of experiences to their Peers from the 'host' project. So Peers need;

- Competence, knowledge, experience, and understanding of EU-funded projects related to migrant and ethnic minority employment, training, vocational education and support.
- To understand the relevant thematic area (assessing competences, anti-discrimination work or integrated territorial approaches), though not necessarily involved at home in a project exactly like the one they visit.
- To have experience of implementing projects related to migrant and ethnic minority employment at the relevant spatial or territorial level – usually local or regional.
- To have experience of managing or delivering relevant projects or preparing relevant policies, hence matching the jobs of host colleagues whom they will interview.
- Represent relevant public authorities/agencies, employers, trade unions, migrant groups and other NGOs as appropriate to the host project.
- Be confident in reading English and conducting interviews in English.
- To be available 5-6 working days to prepare for and attend the Peer Review study visit (Peers are expected to attend one Peer Review study visit).
- To disseminate learned information and experience.

5.2 Peer Review team

Each team will be led by a **Network Moderator** who will liaise with the host project to plan the visit, and then coordinate and manage it. Peer Review teams will usually be between five and seven people. However their size and composition will be decided by the relevant TWG, according to the duration, scale, and scope of the host project. The team must include Peers with a diversity of skills, experience, and backgrounds.

The Moderator is responsible first for collating the desk reviews from the Peers. S/he will then support the Secretariat in negotiating the Peer Review visit programme with the host Partner and project. The Moderator will

- be a full member of the team and carry out the same duties as other members;
- also lead and coordinate its work at the study location;
- be the ‘figurehead’ for the team and deliver feedback reports (oral or written as agreed in each case) to both project and the host Partner.

6.0 Preparing Peers for their visit: baseline report and Project Report

6.1 Introduction

Study visits for Peer Review have to be short and intensive, because time is precious for both visitors not hosts. Enabling Peers to prepare in advance is therefore decisive for the success of the visit. The more they know before arrival about the project and its wider context, the more they can learn while they are there - and the greater the benefit to them, the host project and the Network.

In the IMPART process, this preparation comes from two sources: the baseline report giving national or regional context, and a Project Report.

Baseline report

A key feature of the IMPART methodology (see Chapter 2) is that it looks for reasons why projects' chances of success may vary not just in their own activity, but also in their wider environment. For each state or region which is a Partner in the Network, a report has been drafted which concisely outlines key aspects of this wider context. We call it the Partner's baseline report.

Produced by the Network Moderator team before the start of Round I in 2010, the IMPART baseline reports draws largely on information supplied by Partners. Generally within about 15 pages, they cover the following aspects of migrant and ethnic minority employment:
Part A – socio-economic context: population and employment
Part B – policy setting: covering policies on immigration, labour market, equalities and integration
Part C: ESF activity – migrants and ethnic minorities

Before making their visit to a project, Peers will receive the baseline report for the state or region in which it is located. They should thus arrive with a broad picture of the environment in which it operates, in demographic, labour market and policy terms.

Project Report

The Project Report is a description of key features of a project selected for IMPART Peer Review, completed by it (possibly with the relevant Network Partner) well before the study visit. It thus helps the Peers to get an initial understanding of the project before arrival, saving time during the visit.

Staff running projects must of course decide how much time they can invest in the Project Report. It is however important to realise that the Peer Review team can make efficient use of their very short visit only if they arrive with some understanding of the activity they are going to investigate. If they have to spend much of that time finding out about its basic characteristics, they are unlikely to deliver real learning for the Network or for the host project. By producing a full Project Report, the hosts can maximise their own gain from their participation in IMPART Peer Review.

To help them do this, a template for preparing the Project Report is at Annex 1. Projects will note that much of the necessary information will be already to hand in documents produced for ESF or other funders, and from project monitoring.

The Project Report should if possible include;

- project profile
  - Introduction
  - a copy of the ESF application form
  - a copy of any monitoring or project outcome reports
  - project contact details
- a completed evidence checklist showing what evidence the project proposes to provide for each critical success (or risk) factors during the Peer Review study visit
- an outline programme for the Peer Review visit.

6.2 Project Report: process and timetable

As soon as possible after agreeing to host a study visit, the host Partner/ project will need to decide on a clear process for producing this report. It is important that, when it is sent to Peers, they are told who wrote the report; who approved it; and whether (and how far) stakeholders have been involved in preparing it.

To make sure Peers get full benefit from it, the Project Report should be completed at least **six weeks before** the start of the Peer Review visit. Partners must submit their Project Report to the Secretariat that checks that the report is complete. The Secretariat will discuss with the Partners any additional information that may be required. This checking must be completed five weeks before the report is due with the Peer Review team.

6.3 The content of the report

6.3.1 Project profile

This section introduces the project and helps the Peers to understand the focus and orientation of the project. It describes the financial, operational, and technical context for the Peer Review visit. If possible the project profile should include;

- Copy of ESF application form (pdf or word file) - if not available in English then please provide an executive summary in English that describes;
  - Project location
  - Project origin
  - Delivering organisation (brief description of mission statement or terms of reference etc)
  - Managing or contracting agent (please describe the agents aims etc)

    - Target beneficiaries (Geographical/Ethnic/Gender etc)
    - Management systems (If used: e.g. ISO9000, total quality management, etc)
    - Beneficiary recruitment policy (if this exists)

- Copy of any monitoring or annual reports – (as a pdf or word file) – if not available then if possible please provide an executive summary in English that includes;
    - Achievements and outcomes (e.g. “soft” and “hard” outcomes, training support, guidance, vocations qualifications etc)
    - Barriers encountered to achieving outcomes
    - Measures taken to overcome barriers
    - Report origin (who prepared the report)
- List of potential interviewees in the project and relevant stakeholders of the project that should be interviewed
- Email, telephone, and postal address contact details for the project coordinator

6.3.2 Evidence checklist

IMPART Peer Review – as we saw in Chapter 2 – examines a range of evidence to understand how the critical factors (as specified by the benchmarking toolkit) have contributed to the success of the project, or created risks for it. The evidence may for example include working documents (hard copy or digital); internal or external reports; or statements by project staff and stakeholders whom the Peers meet during their visit.

Peers need to know in advance what evidence will be available during their Peer Review visit. Projects should therefore list the evidence they feel they can provide by completing the checklist at Annex1. For each indicator/critical factor the host project should

- say what documentary evidence can be provided to Peers during the visit (job descriptions, advertisements, videos, partnership agreements, training materials etc)
- identify which members of staff/stakeholder representatives, responsible for this area of work, are expected to be available for interview.

If the host project feels it can provide no evidence on a particular indicator in the toolkit, because that indicator seems irrelevant to its experience, then it should make this clear in the evidence checklist. The IMPART method relies on Peers being able to apply the same set of indicators consistently across all projects it reviews. So in principle, the review team will need to investigate every indicator. But if the host project sees good reasons why this indicator (and the critical factor it represents) do not apply in their case, it would be useful to state the reasons on the evidence checklist.

7.0 Desk review of Project Report

7.1 Introduction

The Project Report helps the Peers to

- understand the aims and objectives of the project (project profile)
- understand the evidence that is available (evidence checklist)
- confirm the benchmark indicators (critical success factors) they will assess during the visit (complete the desk review template)
- identify any additional evidence that they wish to see during the visit (complete the desk review template)
- prepare their opening questions to assess each benchmark indicator (complete the desk review template)
- confirm the interviewees and stakeholders that they wish to meet during the visit (complete the desk review template)

7.2 Desk review – project profile

The Peers will read the project profile. From their reading, they complete a 'desk review' of the project profile to identify questions which still need answering, or further information they require before the visit. A template for this is at Annex 1b. Any general questions about the project can be written in the section "*Barriers and measures to overcome them."*

It must be emphasised that Peers are not, at this stage, trying to launch the full Peer Review enquiry. This is just an initial response to basic information about the project, which Peers share with colleagues in the project so that – on both sides – they begin to get an idea about issues and evidence which may become important in the study visit.

Having put these initial questions in the desk review template, Peers send it to the Secretariat which will collate the desk reviews and send them on to the project.

7.3 Desk review – evidence checklist

The Peers will read the project profile and checklist of evidence to be provided.

7.3.1 Evidence –

Peers will consider whether the evidence which the project says it can provide during the visit seems likely to be sufficient (Peers write ***'insufficient'*** or '***sufficient').*** Since the list only gives the heading or category of the evidence – not its actual content – Peers can only get a general impression of its adequacy. Their comments on the checklist are sent to host project colleagues to guide them in assembling the best possible range of evidence for comparing this project with the IMPART benchmark.

7.3.2 Additional evidence required –

If the answer in column 1 is ***insufficient*** then the Peer should suggest, in the next column, what other kinds of evidence the Peer thinks would be helpful (reports/training materials etc). If the Peer thinks additional evidence is probably not required, then this column is blank.

7.3.3 Questions.

Each Peer must prepare questions that will be used to test how the project compares with benchmark indicators – and hence to test for critical (success or risk) factors. These questions must be written into the relevant cell in the desk review. They form the basis of interview questions to be put to officers and stakeholders during the Peer Review visit.

7.3.4 Who to interview/meet

Each Peer will write the names of the staff (taken from the Project Report) who they want to interview. Where names of internal or external stakeholders are not known simple description of their role and organisation should be inserted. Sometimes Peers will want to listen to beneficiaries, including migrant groups, and this is best achieved through a workshop. If appropriate then Peers will make this request.

8.0 Peer training

8.1 Introduction

The IMPART ESF Learning Network is an opportunity for Peers to learn from the experiences of projects that they study and visit. It is also the opportunity to share their learning and experiences with the project. This 'two way exchange' of knowledge takes place through the Peer Review process. This manual, the training seminar, and support from the Network Moderator during the Peer Review visit are designed to equip Peers with the skills, knowledge, and 'hands on experience' needed to participate as a Peer.

This manual describes the Peer Review process. This chapter provides detailed guidance for the Peers on their tasks and activities during the Peer Review process.

8.2 Training Seminar

Two informal seminars are planned to train Peers in each of the two rounds of Peer Review. Apart from the first one in Berlin on 10 March 2010, dates for these other training seminars have yet to be confirmed at the time of writing. The training seminar will be based on the content of this manual and in particular on this chapter.

The training seminar will allow Peers to;

- meet in advance of the study visit
- confirm roles and responsibilities
- confirm study visit timetable
- share knowledge and experiences
- receive directed training
- practice carrying out a desk review of the Project Report
- practice interviewing and recording evidence
- understand how to facilitate workshops and record evidence
- practice using the benchmarking toolkit
- advocate judgements based on the evidence and agree conclusions and recommendations
- ask questions of the Secretariat, Network Moderators and trainers

The Peer Review model is based on the research principles of "mixed scanning" and the interviews are based on "semi-structured" approach to gathering and testing evidence.

It is essential that each Peer understands the Peer Review process as set out in this manual. All Peers must read the manual and be familiar with the benchmarking toolkit (Annex 3) **before** they arrive at the training seminar.

The timetable for the Peer Review and all of the tasks is set out in chapter 1

8.3 Planning your study visit

As soon as the dates are confirmed for the study visit it is important to book tickets for the travel arrangements. Please try to ensure that you attend for the whole of the study visit including the feedback session. If you need to leave early or will arrive late please make sure that the host Partner and the Network Moderator know this.

The host Partner coordinator will reserve a room at the hotel for you. Please advise if you have any dietary requirements.

8.4 Checking the Project Report.

The host Partner/project will send the Project Report to the Secretariat, who will check both the project profile and evidence checklist (see Chapter 7) to ensure that they are complete and accurate. The Secretariat will discuss any gaps with the host Partner/project, and then send the Project Report to the Peers.

8.5 Desk review of Project Report - project profile.

Following the training session the first task for the Peers is to carry out a desk review of the Project Report, using the template at Annex 1b

The Project Report is in two parts; the project profile and the project checklist. Peers will carry out the desk review using both.

The project profile is a 'story' about the project. Peers should read through the project profile to understand the management systems, the origin, and the focus of the project etc. Peers should write down in the template any technical words in English that are unfamiliar and any gaps or questions they have.

8.6 Desk review of Project Report – project checklist

The Peers read the project checklist, row by row.

8.6.1 Evidence
(Column 2)
Each host project will provide evidence during the study visit. The project checklist is a list of this evidence. The Peers must decide if this evidence (as listed) is sufficient for each critical factor.

How to do this?

1. Read the listed evidence and visually compare it against the evidence listed in the benchmark toolkit.

2. Identify gaps between the evidence in the benchmark and the evidence from the project by placing a 'tick' **(√)** or a 'cross' **(x)** against the evidence that is present (tick) and the evidence that is missing (cross)

3. The balance of ticks and crosses should be used by the Peer to decide if the evidence for each critical success factor is likely to be sufficient or if additional evidence is required.

4. Peers use their judgement on the balance of 'ticks' and 'crosses' to write that the evidence to be provided is either 'insufficient' or 'sufficient'

8.6.2 Additional evidence required

(Column 3)

If the answer in column 2 is 'insufficient' then the column 3 should be completed with the additional evidence that the Peer requires.

- For each critical factor the benchmark model provides a detailed list of the evidence that could be expected to be provided.
- Peers should insert into the relevant cell in the desk review a description of any evidence that is 'missing' and they wish to be provided.
- If no additional evidence is required then this column will be left blank.

8.6.3 Questions.

(Column 4)

The Peers should prepare a small number of questions for each critical factor. These questions should be based on the evidence to be provided and the project profile. These questions can be constructed from the indicators in the benchmarking tool, so for example for TWG 1

<u>Benchmark Tool</u>

TWG1/CF14 Employers involvement in skills training and in providing work placements

Indicators: Employers are involved by the project in;

a) recognising and accepting the certification of skills;

b) giving input to skills training materials, content and assessments;

c) making the commitment to provide work placements.

<u>Questions</u>

a) What evidence do you have that the employers that you work with recognise and accept your certification of the skills of migrants?

b) Can you show me an example of some skills training materials that have had an input from an employer?

c) How many of your employers provided work placements last year?

These questions should be written into the relevant cell in the desk review. These questions will form the basis of the questions to be asked to responsible officers and involved stakeholders during the Peer Review visit.

8.6.4 Who to interview/meet

(Column 5)
The host project/Partner will volunteer the names/ job descriptions of the officers and stakeholders who they propose to make available to be interviewed.

Peers should make a judgment as to whether the persons/stakeholders nominated by the host project/Partner for interview are sufficient and appropriate to allow the Peers to ask questions and to make their assessment.

Peers should make a judgement as to whether it is necessary to meet internal and or external stakeholders in order to make an assessment. This will vary with each TWG and critical factor.

Peers should make a judgement as to whether it is necessary to meet project beneficiaries, or representatives of beneficiaries. This will vary with each critical factor.

Examples of Internal officers may include

- Manager
- Finance officer
- Training officer
- Employer liaison officer
- Placement officer
- Skills assessor
- Vocational counsellor

Examples of external stakeholders may include

- Representative of the managing agent
- Participating employers
- Trade union representative
- Representatives from bodies that accredit skills, or provide counselling
- Representatives of the target group - migrant and ethnic minority organisations

It is important to decide whether to meet the stakeholders in an interview or in a workshop (see below for more information and guidance).

8.6.5 Collation of desk reviews

The desk reviews from the Peers should be collated into a single document by the Secretariat. This is sent to the host project/Partner to request the additional information and additional interviewees and changes to the programme.

The collated desk review is circulated to all Peers by the Secretariat and provides the basis for the questions to be asked during each interview.

8.7 The visit programme - planning

8.7.1 Introduction

The host project will provide a draft visit programme as part of the Project Report. This provides the starting point for a dialogue between the host project and the Peer Review team, taking place in advance of the study visit. But until projects are nominated and agreed it is not clear on what scale interviews and workshops will be needed. This will be discussed further at the training seminar.

There are a number of scheduling alternatives for the number and duration of interviews. There should always be two Peers in an interview. Allowing for arriving and closing time the following is a guide;

1 interviewee + 50 minutes = 2 Peers in each interview (ideal model)
2 interviewees + 50-90 minutes = 2 Peers in each interview **(not an ideal model)**
3+ stakeholders + 50-90 minutes = 2+ Peers in each workshop

It is important to remember;

- Don’t mix internal and external stakeholders in a single interview
- Don’t mix politicians/external officers and internal officers in the same interview
- Don’t interview more than one person if it is possible
- Don’t mix beneficiaries with internal or external officers
- Workshops work best with external stakeholders

8.7.2 Interviews and workshops – number

The study visit programme must be tailored to suit the number of Peers and stakeholders. A simple programme is set out in section 9.2.2 However set out below is an alternative version, showing how it may be necessary to adapt the programme.

The Secretariat together with the Network Moderators will design the programme with the host project and Partner. It is essential that the host project makes available the key stakeholders that the Peer Review team need to meet. Early and ongoing negotiations are needed with the host project coordinator to agree the timetable - *before the team arrive.* This cannot be left until they have arrived.

If appropriate the two days can be used entirely for interviews. The balance of time spent on interview and workshops will depend on how many officers and stakeholders are available for interview, and what priority the team gives to meeting internal or external stakeholders. The outline programme below shows two parallel streams, but if necessary three parallel streams can be used for all or part of the visit.

The Network Moderator must judge how long will be required for each interview, according to the range of critical factors to be addressed in it, and whether it will need an interpreter. If the interview includes an interpreter and is designed to address more than two critical factors then an hour is unlikely to be sufficient.

Interviews should at least run in parallel, with a minimum of two interviews running at any one time. On occasions three interviews may take place at a time. This will depend on the number of interviews and the number of Peers. For guidance most Peers operating in their second language can successfully conduct 3-5 interviews per day and usually participate in at least one workshop.

Peers with less confidence or experience in conducting interviews in English should be allocated to 'write up' the answers to questions during the interviews, and not to lead in asking the questions.

Alternative Peer Review study visit outline

<table>
<tr><th>Time</th><th>Day 1</th><th colspan="2">Day 2</th><th colspan="3">Day 3</th><th>Day 4</th></tr>
<tr><td>9am</td><td rowspan="6">Travel to host project</td><td>interviews</td><td>interview</td><td colspan="3">interviews</td><td rowspan="2">Session 4
Complete assessment and agreed feedback</td></tr>
<tr><td>10am</td><td colspan="2">interviews</td><td colspan="3">interviews</td></tr>
<tr><td>11am</td><td>interviews</td><td>interview</td><td colspan="3">interviews</td><td rowspan="2">Session 5
Provide feedback to host project Partner</td></tr>
<tr><td>12pm</td><td colspan="2">interviews</td><td>interviews</td><td colspan="2">interview</td></tr>
<tr><td>1pm</td><td colspan="2">Lunch</td><td colspan="3">Lunch</td><td>Lunch</td></tr>
<tr><td>2pm</td><td colspan="2" rowspan="2">Workshops with external stakeholders</td><td rowspan="2">Workshops with external stakeholders</td><td colspan="2">interview</td><td rowspan="6">Return travel</td></tr>
<tr><td>3pm</td><td>Session 1
Meet host coordinator
Confirm programme
Receive evidence
Receive interview and workshop cards
Confirm feedback arrangements
Confirm interpretation arrangements</td><td colspan="2">interview</td></tr>
<tr><td>4pm</td><td>Session 2
Peers discussion on desk review and interview and workshop programme</td><td colspan="2" rowspan="2">Workshops with external stakeholders</td><td rowspan="2">Workshops with external stakeholders</td><td rowspan="2">Visit to employer</td><td rowspan="2">Visit to training centre</td></tr>
<tr><td>5pm</td><td>Session 3
Allocate Peers to interviews & workshops
Review / prepare questions
Confirm evidence collection tools.</td></tr>
<tr><td>6pm</td><td>Discussions</td><td colspan="2">Discussions</td><td colspan="3">Discussions</td></tr>
<tr><td>8pm</td><td>Team dinner</td><td colspan="2">Team dinner</td><td colspan="3">Team dinner</td></tr>
</table>

8.7.3 Session 1: Orientation and set-up

<u>Meet host coordinator – check venues</u>

A member of the Peer Review team, usually the Network Moderator, should meet the host coordinator at the start of the visit to look jointly at the rooms proposed for interviews and workshops venue(s), to make sure they are suitable. If possible this inspection should happen before session 1, but otherwise during session 1.

<u>Confirm programme</u>

The Network Moderator must verify that, collectively, the interviews and workshops planned in the programme will address all the indicators in the relevant benchmarking toolkit; i.e. none of its critical factors will be missed out.

Having checked that the programme addresses the whole benchmark, the Network Moderator must meet the project coordinator in person to confirm that all details of the planned programme will now be met. Any last-minute changes must be communicated during this meeting, and updated copies of the programme made available for all Peers.

Remember to confirm time, duration, venue, travel arrangements to the venue, name of interviewee/workshop participants, interpretation requirements, lunch arrangements each day, dinner arrangements each day, access arrangements each day at the base room etc.

<u>Receive evidence</u>

At the start of the visit, the Network Moderator must receive each and every piece of evidence identified in the project checklist. This evidence should be collated and referenced for use by Peers during the Peer Review study visit and subsequently. Suggested reference is TWG/CF No.

If any evidence is confidential this must be declared at this time and agreement reached over how it can be used.

Evidence should be provided as hard copy (paper) in a lever arch file and electronically on an usb stick or CD.

<u>Receive interview / workshop cards</u>

The host project /Partner is responsible for providing the Peers with information about each of the interviews and workshops. This information is provided on an A4 piece of paper called an ‘interview card’ or a ‘workshop card’ in standard format, completed for each of these sessions. The **interview/workshop card** will provide

- essential practical information for Peers about each interview or workshop they conduct (how to get there, who is attending, interpreter if any etc);
- the pro-forma in which Peers will record their questions and the answers they get;
- a record of the outcome of each interview and workshop for future reference and diagnostic work. The Network Moderators will take all interview and workshop cards from the study visit, as the evidence base for their diagnostic work.

The Network Moderator must receive at least two copies of each interview and workshop card. Templates for the use of the host project are located at Annex 5 and 6.

Confirm feedback arrangements

Early in the visit, the Network Moderator must agree with the project coordinator the timing, format, focus, and audience for the feedback session which will close the visit.

Interpreting: confirm arrangements

The Network Moderator must meet each of the interpreters and confirm their understanding of the subject matter, as well as roles and responsibilities in each interview.

8.7.4 Session 2: Team discussion

The purpose of this session is to make sure that all Peers have shared and understood the conclusions of the desk review, in which they each examined the Project Report. Sometimes Peers are more prepared to share their views orally rather than in writing. This session is designed to allow Peers to contribute any other conclusions they reached in the desk review, and to highlight any other issues they want to explore during the visit.

Network Moderators will recap on the critical factors that are the focus of the Peer Review study visit, and give everyone a chance to confirm their understanding of these factors.

8.7.5 Session 3: Preparing for interviews

Introduction

The purpose of this session is to

- Allocate Peers to interviews & workshops
- Review / prepare questions
- Confirm evidence collection tools.

Allocating Peers to interviews and workshops

Network Moderators invite Peers to participate in interviews according to their experience, willingness, linguistic ability, confidence, and availability.

Two Peers are allocated to each interview.

For each interview the responsibility for asking questions and recording the answers is decided by the two Peers.

Network Moderators must carefully allocate Peers to interviews to ensure that Peers have sufficient time to write up their evidence, move between interview venues, and prepare questions.

Network Moderators must carefully allocate sufficient Peers to workshops to ensure that if necessary break out focus groups can be used. If there are more than 10 stakeholders then usually three Peers are needed (1:5 is a guide as a maximum ratio) Network Moderators must ensure that Peers have sufficient time to write up their evidence, move between workshop venues, and prepare questions.

Review / prepare questions

Interviews - Pairs of Peers should spend time preparing their two or three opening questions for each of the critical factors to be addressed in each of the interviews for the first day. Pairs of Peers should decide which Peer will conduct the interview and which Peer will record the answers – or if the functions are to be shared then how and when this will take place.

These opening questions are written onto the interview card with the relevant critical factor references.

Workshops - The workshop should be introduced by a Peer who will invite all the other Peers and participants to introduce themselves. Following the introduction the Peers should ask a series of open questions that are designed to stimulate discussion and the sharing of information by the stakeholders. The format of the workshop is less predictable than that of an interview. Peers who are facilitating the workshops need to 'steer' the discussion towards the relevant critical factors and to recognise the need to involve all of the participants. Stakeholders who are more confident in English often dominate the workshops and careful management is needed to provide opportunities for all stakeholders to participate.

It may be appropriate depending on numbers to separate the stakeholders into smaller focus groups (each with a Peer) following the introduction.

The introductory open questions should be written in both English and the local language on a visible flip chart. (The interpreter or the host project coordinator will assist in this translation) This allows the stakeholders to reflect on the questions whilst others are talking. Remind the Peers that they should provide an email so that any further contributions can be sent to the team.

8.7.8 Session 4: Analysis

Immediately after each interview or workshop, Peers will record the evidence they have gathered on the relevant interview/ workshop card.

Next, they will transfer the most important pieces of evidence on each critical factor from the card to post-it notes (as explained below).The training seminar will include further guidance and provide the opportunity to practice this skill.

In Session 4, Peers make a first analysis of this evidence. For each of the critical factors they have addressed, they will collate the various 'post-its' (pieces of evidence) and agree a conclusion and recommendation. Session 4 thus enables Peers, working in pairs, to collate and summarise the evidence for particular critical factors .

On the basis of this summarised evidence, the team will then discuss and agree its headline findings including the following;

- areas of strength where the project matches the IMPART benchmark;
- those areas which the Peers consider can be improved, to bring the project closer to the IMPART benchmark;
- the extent to which the evidence shows each critical success factor is found in the project, or may be missing from it.

8.7.9 Session 5: Feedback

The Peer Review team will immediate feedback orally to the host Partner and project during session 5, at the end of their visit, using their conclusions from Session 4. This is a chance for in-depth exchange of experiences between the visiting team and their hosts.

The format, content and duration of the session will depend on the wishes of the host project and Partner, and should be agreed before (or at the start of) the Peer Review visit. It may take the form of an informal briefing or a formal PowerPoint presentation. More guidance on alternative formats for the feedback session will be provided in the training sessions

The feedback should aim to highlight

- the project's strengths, seen in the light of the benchmark
- opportunities to enhance the project's long-term impact (processes, outcomes);
- opportunities for "quick wins" that can be achieved with little investment of time and finances;
- areas where the project has influence either individually, as an organisation or through a partnership
- factors which are critical for the project's ability to implement and mainstream its good practice, but are part of a wider policy or institutional context lying outside its own influence.

8.8 Gathering evidence

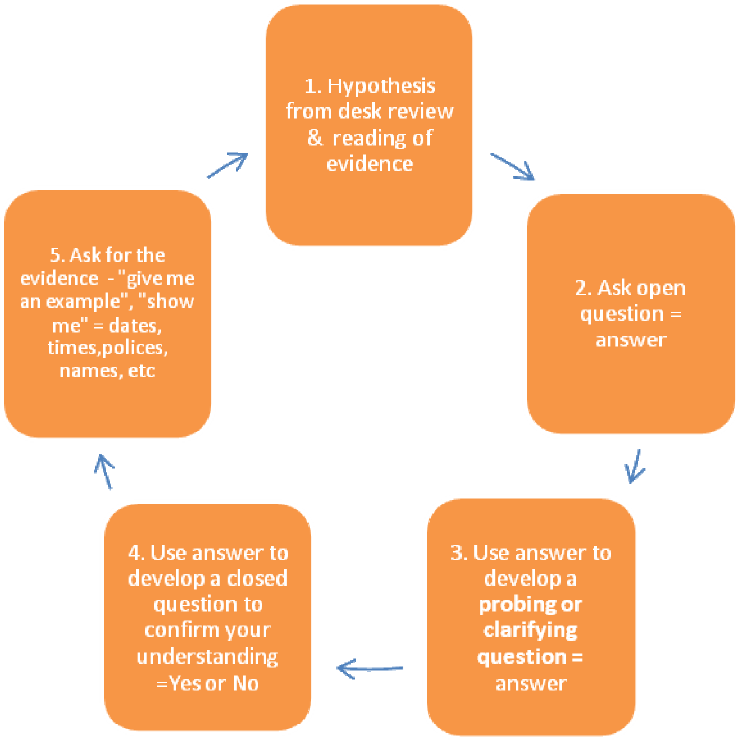
8.8.1 Introduction

The purpose of the visit is to assess how closely the project matches the benchmark, or differs from it. This comparison between project and benchmark must be a considered, balanced judgement by the Peers, drawing on both qualitative and quantative evidence.

Before the Peer Review visit the Peers gather information from discussions and by reading reports. They use this evidence to inform their questioning of stakeholders. This approach is called "mixed scanning and semi structured interviews"

Peer Review uses a sequence of questioning that is repeated as necessary in each interview – this is called mixed scanning.

Peer Review; Mixed Scanning



8.8.2 Conducting interviews and workshops

Probably no other skill is as important to the Peer Review process as the ability to conduct good interviews and to conduct good workshops. Interviews and workshops , unlike most other research techniques, require interpersonal skills of a high order (putting the respondent at ease, asking questions in an interested manner, noting down the responses without upsetting the conversation flow, giving support without introducing bias); at the same time expanding across language and cultural gaps.

The main purpose of the Peer Review interview & workshops is to understand if there is evidence to support the critical factors from the benchmark toolkit. Before you go into the interview you must have a 'picture' or 'idea' of what you believe is happening in the project and why. This is your hypothesis.

Remember you are trying to obtain evidence, which will help you to draw conclusions. This may result in supporting your hypothesis, amending it, or changing it completely. Any of these are acceptable outcomes, the important point is that you should not be so tied to your hypothesis you are not prepared to explore around it, or even drop it completely.

The simple answer it to obtain evidence about how the project compares with particular benchmark indicators. You must know what information you want before the interview (or workshop). This information can be facts or opinions. It may be a factual answer given in reply to a factual question. It may be an answer that is a personal opinion – for example on why certain practices are carried out.

You must know the difference between an answer that is a fact and one that is an opinion.

The main learning point is you need to be clear, when you go into the interview and workshop, what it is you need to explore and what outcomes you want to achieve e.g. to find out.

Make sure your questions help you to understand if **policies** are an ''**aspiration**'' or a "**commitment**," – a policy commitment includes appropriate finance and human resources.

Make sure you understand those actions that are **planned** and those that have been **completed**.

The answers to the questions are the evidence of the performance.

<u>Remember all questions must have a reference code, for example:</u>

TWG1/CF14 *Employers involvement in skills training and in providing work placements*

Indicators: Employers are involved by the project in;

d) recognising and accepting the certification of skills;

e) giving input to skills training materials, content and assessments;

f) making the commitment to provide work placements.

TWG1/CF14: <u>Questions</u>

d) What evidence do you have that the employers that you work with recognise and accept your certification of the skills of migrants?

e) Can you show me an example of some skills training materials that have had an input from an employer?

f) How many of your employers provided work placements last year?

And therefore all answers to these questions will have this reference code……

Remember sometimes you may get answers to more than one benchmark from a single question…..

The training seminar will provide the opportunity to practice these skills.

8.8.3 What questions to ask, and how.

Before asking the questions make sure you ***meet and greet*** the person or people you are interviewing:

- Introduce the Peers
- Shake hands

- Exchange business cards
- Explain the purpose of the interview
- Confirm interviewee knows about the Peer Review
- Confirm the structure of interview & how long it is likely to take
- Explain confidentiality of process – 'non attributable'
- Explain arrangements for taking notes

Remember there is a format for the interviews and a set sequence of questions to ask. There are also types of questions that you must not use! The training seminar will provide the opportunity to understand these question types and practice these skills.

Questions to use			
Type of Question	**Description**	**Example**	**When to use**
Open	A question which asks the interviewee to give a broad answer	"Please could you explain how the administration works with Turkish speaking women's groups?"	Good use as prepared questions, use frequently, allows interviewees to explain or describe areas of their work
Closed	A question which requires only a singles response, e.g. Yes/No/ 'x'%	"What proportion of Russian speaking migrants are involved in further education"	Good for determining factual information, and for closing down particularly talkative people when they are leading the interview off the track. Do not rely on these questions.
Clarifying	Used to ensure you have understood what the interviewee has stated	"So my understanding is that you carry out surveys in schools two times each term?"	Use to bring together key facts before moving on to another topic area, or more probing question
Probing	Usually a follow-up question to the open one. Seeks to explore deeper a point that the interviewee has mentioned	"You said that involvement by women's groups is lower than you predicted, can you explain why this might be?"	Good for helping to understand why something is happening – be careful to understand if the answer is a fact or an opinion
Classification	Used to classify areas of fact	"Please describe as carefully as possible the process you use to measure individual empowerment?"	Use with caution Similar to open questions, but with a specific, fact based, area you are aiming to explore/determine
Show me	this invites the interviewee to provide you with the hard evidence to support their answers	Show me the test records from the air quality monitoring from 2007-2008 at the three monitoring stations	Always finish an interview or series of questions with show me questions
Questions not to use			
Leading	A question that leads the interviewee to a specific, usually obvious, answer	"So would you say that the teaching of Swedish to migrants is failing to meet their needs?"	Never use. Answers from interviews where you use leading questions cannot be trusted
Multiple	A string of questions that follow one another	"So what are the main types of forums that you use? How do you decide which people to invite and why do you think that mixed groups work best?	Never use. Start with one simple open question and follow up with the others as probing questions, if needed
Marathon	An exceptionally long question, normally surrounded with a detailed explanation of why its being asked	"As you are aware the European Commission is encouraging all member states to improve their performance in Integration governance. And as such we need to explore in depth what it is you are doing about. This needs to be drafted into our	Never use! Keep questions short and to the point, the breakdown of talking in the interview should be around: Interviewer 20%, Interviewee 80%. Remember you are interested in what they have to say, not impressing them with how much you already know!

Questions to use			
Type of Question	**Description**	**Example**	**When to use**
		report in order to give you the best possible challenge and feedback which you can use to help you identify key actions and implement whatever you feel is appropriate and necessary …… so what would you say are the key areas of you will be addressing?”	
Questions to use with great care			
Hypothetical	Where you use an imaginary ‘what if’ scenario to frame a question	“What if you could have limitless resources to address this issue, what would you focus on?”	Use with caution, you are more likely to get a ‘stock’ scripted and perfect answer around the benchmark or good practice than any useful information. Try to ask questions that help you to understand what is being done and what is actually planned, rather than trying to determine the interviewees ‘wish-list’
Periodical behaviour	Used to determine when a practice was/is carried out	“When did you last measure the satisfaction of your Partners with the joint working arrangements?” or “How often do you ask them?”	Use with caution Use to ensure you have not made an assumption about some area, particularly from the preparation

8.8.4 *Making the interviewee feel comfortable*

You must make the interviewee feel comfortable. You are trying to build trust so that the interviewee is as open and honest as possible.

The interviewee must not feel ‘threatened’ or ‘defensive’. This happens if they feel ‘criticised’ or feel they must ‘justify their answer’. You must introduce yourself and other colleagues, stand to shake people’s hands (start and finish). Explain what you are doing, and that any answer or information is confidential. It will inform the report but will be ‘non-attributable’ to any person. Explain how long the interview will last and explain the outline of the structure of the interview (who will ask questions, take notes, when they can ask questions etc.).

When you explain what you are doing you may also need to provide additional information about the Peer Review project and what it is trying to achieve. Remember the Partner projects are volunteers, this is not an inspection and we are there as ‘critical friends’.

The training seminar will provide the opportunity to practice these skills.

There are areas of basic communication you need to consider, these can be summarised as the **words you use** in the question, **the way things are said** and your **body language**.

% of message 'received'	Suggested behaviours
The Words Used **7%**	Carefully consider what words you choose, consider cultural implications, avoid jargon Avoid questions that start 'Why', these tend to make people feel the need to justify the reasons they do things and can make them feel defensive Summarising what people say indicates you are listening to them. But do not do this too often, as it may interrupt the flow of conversation, but you can use a few 'mmms' and 'ah-hahs'
The way things are said **38%**	Try to maintain a neutral, but 'upbeat' tone of voice, carefully consider which words you emphasis, people are likely to read things into this, e.g. if you emphasise the first 'do' in ………."Do you …" An interviewee may interpret that as you do not believe they actually do whatever follows. Be aware of the impact of hesitation. It may imply you do not know what you are talking about or are not confident in your subject area.
Body language **57%**	This is the major area that people will interpret from, try to maintain an open posture, lean slightly forward if possible, this sends out signals that you are attentive and 'friendly'. Maintain good, but not intense, eye contact; the 'rule of threes' is a reasonable guideline, this means spend 3rd of the time looking at the left eye, a third at the right and a third looking at the mouth. This 'rotation' around the face is generally considered to be friendly without being aggressive or uncomfortable. Under no account permit your eyes to 'roam' over the other person's body. Consider the distance between people, people get uncomfortable when you are too close, they consider it as 'invading their personal space'. The angle you sit at can also work for or against you, try not to sit face-to-face, instead arrange the chairs so you sit at around a 45degree angle to each other

8.8.5 The Setting

You may not have much control over the venue for the interview, especially if you are visiting another person's office. Don't start an interview if the setting is wrong – better to politely ask to move the chairs etc before you start…..consider the following issues:

The setting	Consider and remember
Seating	Comfortable as possible, if have access to easy chairs use them, remember the 45 degree angle. If need access to papers, then try to arrange on table so you can both see them without strain, e.g. you are both facing the papers, which can be achieved if you sit around the end or corner of a table rather than opposite each other. Consider using coffee tables
Lighting	Sufficient for needs, consider light coming in from windows, be careful this does not distract or dazzle people
Heating/cooling	Too hot/cold/or stuffy and people will not be able to focus for long
Sound	Consider what is happening around, if conducted in an open plan area, you will have to compete with everything happening around you. Consider external sounds, traffic, road/construction work etc.
Disturbances	Ensure people are aware of what you are doing, signs on doors, phones diverted, mobiles and pager switched off
Refreshments	Ensure access to tea, coffee and water, particularly if you are inviting people in from the projects' Partners or external agencies
Guides	Know where you and your visitors are going, have someone meet external visitors and guide to where they are going to

8.8.6 *Pitfalls*

There are a number of pitfalls you need to be aware of when interviewing people. The following are some of the most common:

Pitfalls	Consider and remember
Bias	Where you have pre-determined that your hypothesis is correct and you are determined to prove it at all costs. You will hear only what you want to hear and ask questions that are designed to gain precisely the information that supports your hypothesis
'Horns' and 'Halo' effect	Horns effect, where you dislike something a person says and assume everything else will be as bad and Halo, which is the opposite
Personal Prejudice	Where you take a dislike or liking to the person - this could be for any reason, and assume whatever they say is going to be right or wrong accordingly
'Crusader'	Where you believe so passionately in what you are doing that it can sometimes prejudice what you hear, and you feel compelled to get 'to the truth' at all costs, and may end up pursuing lines of argument which may be based on your personal supposition, rather than established fact (Remember the difference between fact and opinion)
Self centred	Where you use the interview to talk about your personal experiences and your own project, and you ignore the purpose of the interview!

8.8.7 *Recording the answers*

The interview is confidential the comments and evidence from the interviewee is non-attributable when the report is finally written.

You must make notes during your interview; remember to tell the interviewee that this will happen. Use the interview card provided by the host project to record your questions (and the answers) – copy it for each Peer before the interview. Collate the answers onto one copy.

Write in English, use key words if you write slowly, A completed interview card must be given to the Network Moderator for each interview.

There are no easy options, write key points, if you try to record everything you will soon get lost, unless you are particularly skilled in shorthand or speed writing. If there are two of you, divide the tasks so whoever is asking the questions, the other is recording the responses.

Remember you are gathering data through which to test your hypothesis. Focus on this and make sure you are in control of the interview.

Remember; finish the interview saying that the interviewee can contact you with any further information and to give you the evidence that you have asked for– make sure you have exchanged business cards.

The training seminar will provide the opportunity to practice these skills.

Preparation, preparation, preparation!

- Remember the introduction.
- Do not go into the interview asking what the person does!
- You must know all about the person and their role before the interview!
- You must understand the theme of the interview.
- You must understand the role of the person and the key facts before the interview.
- You must have 3-6 key questions prepared in advance. These questions will be designed to test your hypothesis. Start with an open question.
- The interview must accelerate very quickly to focus on asking high level 'probing' questions.
- You must gather the evidence – the facts.

8.9 The evidence

The evidence is the set of answers received to your interview questions; other observations you make; and the feedback from workshops. These answers are recorded on the interview cards. Using the cards and their memory of the interviews/workshops, Peers must spend time agreeing what evidence has been generated by them.

Remember each interview will generate evidence across a wide range of indicators and critical factors, not just the ones you expected. We expect the Peers to collect approximately 8-10 'pieces of evidence' (including answers to questions) - from each interview and approximately 15-20 from each workshop. So we can expect between 100 and 200 pieces of evidence, recorded as – individual post- it notes. These are written after the interviews and collated during session 4 to agree the conclusions.

It is important to know that in Peer Reviews we need two pieces of evidence about the same critical factor before we can come to a conclusion. The more pieces of evidence then the stronger the message that we can give about each critical factor.

If Peers do not write down the evidence then we cannot use it in the research or the feedback.

Each interview card with the answers and questions is used as the primary evidence source for the research.

Each piece of evidence - 'post it' is fixed to a flip charts (or sections of the wall) covering all of the critical factors. Greens together ----reds together etc. 'Post its' are fixed in a position that is according to their benchmark reference number and colours.
The training seminar will provide the opportunity to practice these skills.

Each piece of evidence collected from every interview must be transferred to a separate 'post-it' – a small sticky note in coloured paper. We choose a different colour of post-it for each item of evidence, according to the category in which we put that evidence:

Close to benchmark - Green 'post it'
(Defined as matching, progressing towards, achieving, or exceeding the benchmark)

OR

Far from benchmark – red 'post it'
(Defined as differing from, 'going against', or 'contrary to the benchmark)

OR

Inconclusive – other colour post it
(Defined as evidence that is not sufficient to draw a conclusion)

Each 'post it' note must include

- ***The facts of the evidence***
- ***The benchmark reference***
- ***Interview reference number***

An example of a post it with a piece of evidence collected at an interview that demonstrates **appropriate** performance that supports the benchmark

<table>
<tr><td></td><td>Benchmark reference TWG1/CF14</td></tr>
<tr><td colspan="2">The chamber of trade recognised the certification of skills; in their meeting of 10th January 2009. They participated in the workshop on the 10th February to develop skills training materials and assessments. They have provided 10 placements each year during 2009 and have made a commitment to do so in 2010.</td></tr>
<tr><td></td><td>Interview number / Peers Initials</td></tr>
</table>

Remember you are looking for evidence of the project each of the critical success factors in the benchmark. You are looking for the 'differences', the 'gaps' and the 'good practice'. You are asking questions with answers that may be either qualitative or quantitative. You are looking for facts and not opinions. But, though **opinions** are not evidence, it is worth – making a note of them because they may help you to structure your later questions and to write the report.

Points to remember in recording evidence:

Do not write opinions on the post it notes.

Do not mix green and red evidence.

Write down each fact onto a separate post it note.

Remember the facts are the;

"**What"** is happening or not happening, this is the subject of the Peer Review e.g. "Collection of data"
"**Where"** the event is taking place, e.g. name of the department, office, institution, etc.
"**When"** the event is taking place event e.g. current financial year, every year, last year.
"Why" the event is taking place e.g. lack of time, political commitment, financial resources etc
"**How"** the event happens. I.e. through personal meetings, initiative of individual, agenda on working group etc
----

9. Peer Review Study Visit -

9.1 Pre visit planning

The host Partner is responsible for the planning of the Peer Review visit and liaison between the project, the Peer Review team, and the Secretariat. It is a key role that requires forward planning and good communication skills.

The host Partner must nominate a ***coordinator*** to be responsible for the planning and supervision of the Peer Review visit. The coordinator must have the time to carry out planning and negotiation with relevant officers, stakeholders, and politicians to ensure that the Peers can complete the interview and workshop programme. The necessary work can be expected to take at least two to three days of the coordinator's time during the eight weeks before the Peer Review visit.

The coordinator is responsible for the planning of the visit including the following aspects of logistics:

- Interview and workshop programme
- Hotel
- Base room
- Venue for interviews
- Venues for workshops
- Local travel and transport during the Peer Review visit
- Day time refreshments & lunch and evening restaurants

9.1.1 Interview and workshop programme

The Peer Review team will interview project staff and stakeholders. The Partner and host project will prepare a draft programme for the Peer Review team visit and this is part of the Project Report.

During the Peer Review visit there are five sessions that need specific planning and preparation by the Peers, Partner and host project and details are set out below. The timing, focus, venue, and duration of sessions 1-5 below must be agreed. The team will request changes to the programme based on their desk review.

Table 1 below is a template for the interview and workshop programme for the visit. It should be used as a guide and be informed by practical working arrangements that suit the needs of the Peer Review team, the host and their stakeholders.

It is anticipated that most Peer Review visits will start on Monday and finish on Thursday; some may start on Tuesday and finish on Friday. The host Partner coordinator should plan for at least two parallel streams of interviews to take place depending on the number of

Peers. The Secretariat will co-ordinate the final visit programme with each host Partner. The final programme must be agreed with the Secretariat and Network Moderator at least two weeks before the date of the Peer Review visit.

The Peer Review visit programme will be organised according to the number and duration of interviews and workshops. There should always be two Peers participating in an interview or workshop.. The length of the interview or workshop depends on the amount of time needed to discuss the issues and the number of interviewees, as a guide this could be:-

- one interviewee (45 minutes) = two Peers participate in the interview
- two interviewees (45 – 75 minutes) = two Peers in each interview
- three or more stakeholders (60 – 90 minutes) = two-plus Peers in each workshop

9.1.2 Hotel

The host Partner/project should reserve accommodation for Peers in a hotel within walking distance of the base room building and the building(s) where the interviews will take place.

9.1.3 Base room

The review team must have a 'base' room. This must be a room that they can use exclusively for all of the time of the visit, including evenings. This room is for working and discussions. This should be equipped with a flip chart, post it notes, paper, reference materials etc. for the host project, and if possible an internet connection. Water and refreshments should be available. This can be at the hotel if the interview rooms are also at the hotel or within walking distance.

9.1.4 Interview and workshop venues

Interview rooms (offices of interviewees are acceptable) must be provided each of the interviews. Rooms for workshops must be convenient and appropriate for the stakeholders who are invited to the workshops. These workshops sometimes take place in the afternoons and evenings. Flip charts and refreshments should be provided in the interview and workshop rooms.

9.1.5 Local travel and transport

All local travel to project bases, to and from the hotel and interviewees must be arranged by the host project/Partner. Travelling by the Peers should be limited to only that which is unavoidable. Peers want to share their experience and learn from projects. They do not want to spend their time on buses and in taxis travelling long distances.

9.1.6 Meals

Day time refreshments should be available in the base room. Lunches should be taken close to or at the base room. Evening restaurants should be reserved. The evenings are a good opportunity for the Peers to meet informally with representatives from Partners and projects. . Dietary requirements should be taken into account.

9.2 Outline visit programme

9.2.1 Introduction

The table set out below should be used as the basis for the Peer Review visit. The host project and Partner will provide a draft programme to accompany the Project Report. Peers will comment on the additional or other stakeholders that they wish to interview and meet. The Secretariat will coordinate with the Partners the final programme.

9.2.2 Programme elements

Table 3 Outline programme for an IMPART Peer Review study visit

Time	Day 1	Day 2	Day 3	Day 4
9am	Travel to host project	interviews	interviews	**Session 4** Complete assessment and agreed feedback
10am		interviews	interviews	
11am		interviews	interviews	**Session 5** Provide feedback to host project Partner
12pm		interviews	interviews	
1pm		*Lunch*	*Lunch*	*Lunch*
2pm		Workshops with external stakeholders	Workshops with external stakeholders	Return travel
3pm	**Session 1** Meet host coordinator Confirm programme Receive evidence Receive interview and workshop cards Confirm feedback arrangements Confirm interpretation arrangements			
4pm	**Session 2** Peers discussion on desk review and interview and workshop programme	Workshops with external stakeholders	Workshops with external stakeholders	
5pm	**Session 3** Allocate Peers to interviews & workshops Review / prepare questions Confirm evidence collection tools.			
6pm	Discussions	Discussions	Discussions	
8pm	Informal Dinner	Informal Dinner	Informal Dinner	

9.2.3 Session 1 (Orientation and Set up)

The coordinator will meet the team and advise of any ‘last minute’ changes to the programme. All of the evidence as described in the Project Report will be provided to the team during this session. Additional background materials (biographies of the interviewees if appropriate etc.), introductions to representatives of the project/Partner etc can be made. At this session it is important to confirm with the host project the feedback arrangements. This will include verbal feedback to the project staff and/or stakeholders at the end of the visit and a report.

It is important that the host project/Partner confirms the arrangements for interpretation for each interview and workshop.

It is important that the host project/Partner provides an interview card for each interview and a workshop card for each workshop. (Templates will be provided in due course)

An Interview card – this is an A4 sheet of paper that includes details of who will be interviewed, the location, the duration, a short summary about the role of the interviewee, the benchmark focus for the interview. (Two copies of each interview card)

A workshop card – this is an A4 sheet of paper that includes details of who will be at the workshop or the names of the organisations that have been invited, the location, the duration, a short summary about the role of the organisations and invitees, the benchmark focus for the workshop. (Five copies of each workshop card)

Interviews are with a single person, either an internal or external stakeholder. These take place in private rooms close to the Peers' base room. The 'semi-structured' interview may take place in the office of the person being interviewed. It generates facts and evidence. These interviews should be timetabled for 50 minutes but may need to last for 90 -110 minutes if the interviewee is a key stakeholder.

The number of interviews will vary depending on the scope and scale of the project

Workshops are with two or more usually external stakeholders. Peers prepare an introduction and ask a series of open questions to the stakeholders. Depending on the numbers participating these question are then discussed either in the whole group or in break out groups, with each break out group being led by a single Peer. The ideal number in a break out group is 4 people with a maximum of 6. This format sometimes generates facts and evidence but more often generates opinions. The venue should be a neutral (non-project) building. Officers or politicians from the host project should not be present except perhaps for making the introductions.

The number of workshops will vary depending on the scope and scale of the project

9.2.4 Session 2 (Team Discussion)

This session does not include any representatives from the host Partner or project.

The team will discuss the evidence provided in session 1, submitted in the desk review and their preliminary assessment of the project, based on the desk review. This will highlight the critical success/risk factors that the Peer Review team will explore and test. More information about this session will be provided in the training sessions.

9.2.5 Session 3 (Preparing for interviews)

This session does not include any representatives from the host Partner or project.

This session will agree which pair of Peers will conduct which interviews and which pair of Peers will facilitate which workshops. This is based on the experience and competences of the Peers. More information will be provided in the training sessions. Peers will use this time to prepare their opening questions for the interviews on day 1 and day 2 that are designed to test the critical success factors and gather evidence.

The methods to be used by Peers of recording the answers to questions and feedback from workshops will be confirmed with the Moderators. (*More information will be provided in the training sessions).*

9.2.6 Session 4 (Analysis)

This session does not include any representatives from the host Partner or project.

The Peers will record the evidence that they collect from interviews and workshops. This will be compared against each benchmark indicator. *(More information will be provided in the training sessions on how this will be carried out).* Once the Peers have completed their individual assessment the team will conclude the team assessment about the performance of the project. This assessment will generate the following outputs

A final assessment of how the project supports the benchmark indicator using the criteria listed above. This final assessment is made up of the following;

- A narrative that describes the project's key strengths with reference to the IMPART benchmark;
- A narrative that describes those areas which the Peers consider can be improved, with reference to the IMPART benchmark;
- A narrative that describes the ways in which the evidence supports or does not support each critical success factor.

9.2.7 Session 5 (Feedback)

The format and content of this session must be agreed in advance with the Peer Review team, host Partners and project, usually in session 1.

The Peer Reviews will help the Network and European Commission to identify how to more effectively target EU resources for the benefit of migrant employment. They involve the exchange of experiences and knowledge between visiting Peers and host project Peers. This exchange takes place during session 5 and is achieved through oral feedback from the team at the end of their visit.

The format, duration, and focus of session 5 should be agreed in advance of the Peer Review visit. More information on the alternative formats for the feedback session will be provided in the training sessions.

The feedback will highlight

- opportunities to improve performance (processes, outcomes);
- opportunities for "quick wins" that can be achieved with little investment of time and finances;
- areas where the project has influence either individually, as an organisation or through a partnership; and
- factors which are critical for the project's ability to implement and mainstream its good practice, but are part of a wider policy or institutional context lying outside its own influence.

9.2.8 End of visit

The Moderator will complete a visit report and submit this to the Secretariat. The report is an evaluation of the visit and will include:-

- Signed record of participation by each Peer
- Records of interviews and workshops
- Record of feedback
- Assessment and evaluation along indicators

9.2.9 Post visit

On completion of the visit the Peer Review lead representative should finalise the report and collate the information (interview and workshop cards, conclusions, evidence collated, and Project Report). All of the information should then be sent to the Secretariat.

The Secretariat will then finalise the report and forward the evaluation report to the Host Partner, Management Committee, and Thematic Working Group for information and support the ongoing implementation of the work programme.

The report will provide evidence for the Network highlighting the effectiveness of the benchmarking tool-kit, actions that have been recommended to host Partners to continue to improve performance and promote good practice that has been identified during the visit. This information will be used to disseminate the work of the Network and support the final recommendations to be made to the Commission.

Annex 1a IMPART Project Report Template

Chapter 1 Project profile

CHAPTER 1	PROJECT NAME:
CATEGORY/HEADING	**PROJECT PROFILE**
General introduction to the project	
Project location	
Project start/ finish dates	
Delivering organisation biography	
Managing agent biography	
Target beneficiaries (Geographical/Ethnic/Gender etc)	
Management systems	
Beneficiary recruitment policy	
Achievements and outcomes	
Barriers and measures to overcome them	
Who wrote the report	
Project coordinator contact details	
Files names and details of supporting materials (ESF application form, monitoring forms etc)	

Chapter 2a TWG I Assessment and validation – valuing migrant competences

No.	Critical factor	List of Evidence	Responsible person
1	**Skills recognition (partial or full) and option to adapt existing qualification or re-qualify**		
2	**Creating qualifications capable of recognising migrant skills through competence-based assessments**		
3	**Skills recognition linked to vocational training**		
4	**Skills recognition linked to social integration**		
5	**Skills recognition linked to language training**		
6	**Tackling inequality and discrimination within mainstream**		

No.	Critical factor	List of Evidence	Responsible person
	organisations and employers		
7	Awareness raising around the value of migrant skills		
8	Recognising both 'hard' and 'soft' outcomes **		
9	Information, Advice and Guidance (IAG)		
10	Intensive, personalised support		
11	Provision of soft skills and employability skills		
12	Provision of adequate resources		
13	Employers understanding the value of migrant skills		
14	Employers involvement in skills training and in providing work placements		
15	Embedding sustainable employment outcomes in project design		
16	In-work support		
17	Cooperation with mainstream state agencies (such as chambers, ministries, employment agencies)		

Chapter 2b TWG 2 Developing Anti-Discrimination Skills

No.	Critical factor	List of Evidence	Responsible person
1	Staff involvement in the design and development of anti-discrimination skills activities		
2	Migrant voice heard– perspective of MEM groups and individuals inform anti-discriminatory approaches		
3	Good practice is mainstreamed through development of toolkits and other course materials		
4	Business case for diversity is used to engage employers		
5	Staff development addresses barriers faced by particular groups or in particular sectors		
6	A range of methods (not just training) are chosen to foster anti-discrimination skills		
7	Training reflects changes in national anti- discrimination legislation and local contexts		
8	Pre-employment discrimination and barriers are addressed		
9	Migrants and NGOs are involved in staff development		
10	New working practices address MEM discrimination		
11	Monitoring the impact of new anti-discriminatory approaches		
12	Trade Unions' active involvement in MEM anti-discrimination work		
13	Employer bodies promote equality and diversity strategies		
14	Relevant professional bodies are involved in mainstreaming ESF practice		
15	National equality bodies' priorities and ESF MA's EO strategies have impact on employers and projects		
16	Policy makers are engaged at local and national level		
17	Resources adequate for sustainability		

Chapter 2c TWG III Integrated territorial approaches

No.	Critical factor	Evidence	Responsible person
1	**Local or regional remit** for the selected ESF/ITA project	•	
2	**Public administration –degree of decentralisation of budgetary decisions**	•	
3	**Public administration – degree of decentralisation of control over public actions on employment**	•	
4	**Local/regional strategic planning – context:** how far such practice is already established among relevant institutions in this territorial area.	•	
5	**Data collection:** reliable data are available at the relevant geographical level.	•	
6	**Migrant voice – community development**: these communities have already self-organised and found a voice in local public decision-making.	•	
7	**Political leadership** for the ESF/ITA project or programme, by elected local or regional authorities.	•	
8	**Range of partners** brought into the project.	•	
9	**Engaging policy-makers in the project's development**, as a step towards mainstreaming	•	
10	**Status of partnership**: formal (legal) status and scope of action of its project.	•	
11	**Quality of governance structure**: simple and transparent structure gives flexibility, allowing it to adapt as the ESF/ITA project develops.	•	
12	**Identifying needs and objectives** through a process which is rigorous, inclusive, and open to complexity.	•	
13	**Integrated strategy**: needs-based objectives are brought together in a comprehensive long-term strategy for the selected ESF/ITA project.		
14	**Resources and timescale**: funding and time allocation match activity defined by the strategy.		

No.	Critical factor	Evidence	Responsible person
15	**Building stakeholder capacity** to engage with the ESF/ITA project, in particular for less experienced key stakeholders.		
16	**Monitoring and evaluation** by techniques that are both rigorous and adapted to work with this marginalised target group.		

Annex 1b IMPART Project Report Desk Review Template

Chapter 1 Project profile

CHAPTER 1	PROJECT NAME:
CATEGORY/HEADING	**PROJECT PROFILE**
General introduction to the project	
Project location	
Project start/finish dates	
Delivering organisation biography	
Managing agent biography	
Target beneficiaries (Geographical/Ethnic/Gender etc)	
Management systems	
Beneficiary recruitment policy	
Achievements and outcomes	
Barriers and measures to overcome them	
Who wrote the report	
Project coordinator contact details	
Files names and details of supporting materials (ESF application form, monitoring forms etc)	

Chapter 2a TWG I Assessment and validation – valuing migrant competences

No.	Critical factor	Evidence	Additional evidence request	Questions	Who to interview/meet
1	**Skills recognition (partial or full) and option to adapt existing qualification or re-qualify**				
2	**Creating qualifications capable of recognising migrant skills through competence-based assessments**				
3	**Skills recognition linked to vocational training**				

4	**Skills recognition linked to social integration**				
5	**Skills recognition linked to language training**				
6	**Tackling inequality and discrimination within mainstream organisations and employers**				
7	**Awareness raising around the value of migrant skills**				
8	**Recognising both 'hard' and 'soft' outcomes ****				
9	**Information, Advice and Guidance (IAG)**				
10	**Intensive, personalised support**				
11	**Provision of soft skills and employability skills**				
12	**Provision of adequate resources**				
13	**Employers understanding the value of migrant skills**				
14	**Employers involvement in skills training and in providing work placements**				
15	**Embedding sustainable employment outcomes in project design**				
16	**In-work support**				
17	**Cooperation with mainstream state agencies (such as chambers, ministries, employment agencies)**				

No.	Critical factor	List of Evidence	Additional evidence request	Questions	Who to interview/meet
1	Staff involvement in the design and development of anti-discrimination skills activities				
2	Migrant voice heard– perspective of MEM groups and individuals inform anti-discriminatory approaches				
3	Good practice is mainstreamed through development of toolkits and other course materials				
4	Business case for diversity is used to engage employers				
5	Staff development addresses barriers faced by particular groups or in particular sectors				
6	A range of methods (not just training) are chosen to foster anti-discrimination skills				
7	Training reflects changes in national anti- discrimination legislation and local contexts				
8	Pre-employment discrimination and barriers are addressed				
9	Migrants and NGOs are involved in staff development				
10	New working practices address MEM discrimination				
11	Monitoring the impact of new anti-discriminatory approaches				
12	Trade Unions' active involvement in MEM anti-discrimination work				
13	Employer bodies promote equality and				

	diversity strategies				
14	**Relevant professional bodies are involved in mainstreaming ESF practice**				
15	**National equality bodies' priorities and ESF MA's EO strategies have impact on employers and projects**				
16	**Policy makers are engaged at local and national level**				
17	**Resources adequate for sustainability**				

Chapter 2c TWG III Integrated territorial approaches

No.	Critical factor	Evidence	Additional evidence request	Questions	Who to interview/meet
1	**Local or regional remit** for the selected ESF/ITA project				
2	**Public administration –degree of decentralisation of budgetary decisions**				
3	**Public administration – degree of decentralisation of control over public actions on employment**				
4	L**ocal/regional strategic planning – context:** how far such practice is already established among relevant institutions in this territorial area.				
5	**Data collection:** reliable data are available at the relevant geographical level.				
6	**Migrant voice – community development**: these communities have already self-organised and found a voice in local public decision-making.				
7	**Political leadership** for the ESF/ITA project or programme, by elected local or regional authorities.				
8	**Range of partners** brought into the project.				
9	**Engaging policy-makers in the project's development**, as a step towards mainstreaming				
10	**Status of partnership**: formal (legal) status and scope of				

	action of its project.				
11	**Quality of governance structure**: simple and transparent structure gives flexibility, allowing it to adapt as the ESF/ITA project develops.				
12	**Identifying needs and objectives** through a process which is rigorous, inclusive, and open to complexity.				
13	**Integrated strategy**: needs-based objectives are brought together in a comprehensive long-term strategy for the selected ESF/ITA project.				
14	**Resources and timescale**: funding and time allocation match activity defined by the strategy.				
15	**Building stakeholder capacity** to engage with the ESF/ITA project, in particular for less experienced key stakeholders.				
16	**Monitoring and evaluation** by techniques that are both rigorous and adapted to work with this marginalised target group.				

Annex 2 Template for the Peer Review visit timetable

Time	Day 1	Day 2	Day 3	Day 4
9am	Travel to host project	interviews	interviews	**Session 4** Complete assessment and agreed feedback
10am		interviews	interviews	
11am		interviews	interviews	**Session 5** Provide feedback to host project Partner
12pm		interviews	interviews	
1pm		*Lunch*	*Lunch*	*Lunch*
2pm		Workshops with external stakeholders	Workshops with external stakeholders	Return travel
3pm	**Session 1** Meet host coordinator Confirm programme Receive evidence Receive interview and workshop cards Confirm feedback arrangements Confirm interpretation arrangements			
4pm	**Session 2** Peers discussion on desk review and interview and workshop programme	Workshops with external stakeholders	Workshops with external stakeholders	
5pm	**Session 3** Allocate Peers to interviews & workshops Review / prepare questions Confirm evidence collection tools.			
6pm	Discussions	Discussions	Discussions	
8pm	Team dinner	Team dinner	Team dinner	

Annex 3 Benchmarking toolkit

Toolkit headings
The following notes briefly define and explain the headings for each of the toolkit's columns.

No.: Reference number for this indicator.

Critical factor: A factor within a project or in its environment which - from experience of ESF and other European transnational work - appears to have a decisive effect on that project's chances of success or failure in getting its model of good practice implemented and mainstreamed.

Indicator: An observable feature or characteristic of the project – or of its local or national environment – which can be used to test whether the critical factor is present. The indicator is expressed as a short statement whose content may be quantitative (in which case the indicator is also a 'measure'), or qualitative, or a mix of both. The statement can be verified: that is, it must be either valid or false. Peer Review aims to find out whether the indicator statement is valid for the selected project.

Evidence: Data, documentary material or personal testimony which the Peer Review team will examine to test whether the indicator is satisfied by the ESF project they are visiting. Depending on the nature of this evidence, they may need to assess it statistically or by qualitative judgement. In either case it should be on the record, transparent, and open to independent validation. Peers may find other evidence relevant to an indicator. But to keep the review process consistent, they must always – as a minimum – check the items of evidence listed for the indicator in this toolkit.

Information source: A location or activity from which the specified evidence can be obtained. This listing of sources is not exhaustive, and Peers may add others. But an indicator is usable in practice only if information to test its validity is available from accessible and reliable sources.

Acronyms used in this toolkit

E&D	equality and diversity
HR	human resources
IAG	information, advice, and guidance
ITA	integrated territorial approach
MEM	migrant and ethnic minority
MI	management information
MS	Member State (or States)
MSO	migrant self (or self-help) organisation
NGO	non-governmental organisation
PR	Peer Review
PR area	territorial area covered by the ESF project which is selected for Peer Review
PR authority	regional or local elected authority for that territorial area
SME	small and medium enterprise(s)
TU	trade union

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
Effective skills assessment and recognition training[4]				
1	**Skills recognition (partial or full) and option to adapt existing qualification or re-qualify**	In this project, a skills recognition system is in place which has high MEM take-up of options to re-qualify, and offers • an effective process for initial engagement and assessment with migrant groups; • capacity to validate formal qualifications and skills (hard and soft) gained in the country of origin; • options to re-qualify or adapt qualification that are compatible with EQF or national framework for qualifications assessment.	• Feedback forms or surveys of participants' views • Initial skills and language assessment • Effective assessment techniques • Reference to appropriate EQF level and/or national strategy/Framework for qualifications assessment • Provision of support mechanisms to assist migrant groups during period of re-qualification • Learner information held by agencies and service providers • Numbers assessed and re-qualifying.	Project specifications Project Outputs and Management Information (MI) Strategy documents Project evaluation documents
2	**Creating qualifications capable of recognising migrant skills through competence-based assessments**	In this project, a qualifications system is in place which offers competence-based assessments leading to re-qualification, with the following key features: • opportunity to demonstrate skills	• Competence-based assessments run and certified by professional education or skills agency/body • Formal certification of qualifications (award	Project specifications Project documentation

[4] Training is defined here in a broad sense, to include intensive school or college-based training over several years as well as shorter-term training, targeted at those who might be closer to the labour market.

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
		through innovative methods such as role play, as well as traditional testing methods; • qualifications compatible with EQF or national framework for qualifications assessment; • migrant groups and migrant organisations involved in designing assessments; • engagement with relevant employers and skills agencies in the design of assessments, to improve the match between supply (of skills and qualifications) and demand.	ceremony, issuing of certificates etc.) • Reference number of new qualification listed in national / local directories • Reference to appropriate EQF level and/or national strategy/Framework for qualifications assessment • Communication and meetings with relevant stakeholders in the design of assessments (migrants, migrant organisations, employers etc.) • Numbers assessed and re-qualifying. • Numbers progressing into training/employment as a result.	Project outputs and MI Project evaluation documents
3	**Skills recognition linked to vocational training**	The skills recognition system is connected with vocational training programmes that • are matched to current labour market needs (skills gaps, labour shortages etc.) • offer support mechanisms for migrants through each training course to ensure retention and completion • offer post qualification support – i.e.: after employment	• Reference to appropriate EQF level and/or national strategy/Framework for qualifications assessment • Learner information held by agencies and service providers demonstrating outcomes and outputs achieved (including course enrolment forms/ job offers/ payslips) • Participation and retention levels on vocational training courses • Numbers progressing into training, employment, work placements or trials as a result of skills recognition linked to vocational	Project specifications Management Information (MI) specifying codes for different groups Project documentation

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
			training • Feedback forms or surveys of participants' views • Feedback forms or surveys from employers who have employed migrants	
4	**Skills recognition linked to social integration**	Skills validation system is provided in conjunction with: • high-quality, relevant education programmes and information and guidance sessions designed to facilitate social integration, and/or specific citizenship education programmes • training materials based on social contexts, and incorporating role play • feedback forms or surveys of participants indicating improvements in confidence and soft skills.	• Documentation of programmes and contexts where skills validation system is applied. • Learner information held by agencies and service providers demonstrating distance travelled towards employment – i.e.: records of achievement and progress • Numbers participating in courses and retention levels	Project specification; Management Information (MI); Project documentation
5	**Skills recognition linked to language training**	The skills validation system is provided alongside language training which uses material based on realistic workplace contexts/content and associated knowledge of society; methods based on role play, interaction and	• Type of language training courses funded through ESF and other funds • Numbers achieving accredited levels of language competency • Reference to appropriate EQF level and/or national strategy/Framework for	Project specification; Provider Management Information (MI); Provider strategy ;

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
		realistic workplace scenarios, rather than repetition and memorisation.	qualifications assessment Levels of participation and demand; • Numbers progressing into training/employment as a result of courses linking skills validation to language training	
Awareness-raising among mainstream agencies				
6	**Tackling inequality and discrimination within mainstream organisations and employers**	High-quality systems are in place for equality and diversity training and monitoring, which includes • regular impact assessments; • Equal Opportunities strategies and action plans that are reviewed, updated when necessary and published; • processes to actively seek feedback from staff to test whether they understand the value and purpose of the training, and to seek their views on what could be improved.	• Promotional and training materials • External and independent accreditation of equality and diversity training – i.e.: awards, industry kitemarks, and certificates. • Number of organisations and staff involved • Staff feedback forms or surveys	Records of staff training; Partnership documentation; Course materials
7	**Awareness raising around the value of migrant skills**	The project includes high profile events, activities and strategies to raise awareness of migrant skills among mainstream agencies, using tried and tested methods of awareness-	Numbers of organisations involved Number and type of strategies deployed • Promotional materials including good	Project specification; Project evaluation documents

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
		raising, which effectively disseminate the business case for utilising migrant skills and give education on this issue; use good practice case studies to clearly illustrate the value of migrant skills to mainstream agencies.	practice case studies • Letters/contracts of confirmation or affirmation from employers stating that they are willing to participate in E&D training or willing to consider non-traditional applicants for employment • Number of job outcomes (if employers have agreed to offer work placements, work trials, job vacancies etc.) Changes to employer's recruitment policies; job criteria or Equality and Diversity policies	
8	**Recognising both 'hard' and 'soft' outcomes **** *** 'Hard' outcomes are typically quantifiable results (e.g. numbers becoming employed or qualified). 'Soft' outcomes are usually qualitative and intermediate, measuring progress towards hard outcomes.*	Project criteria and the evaluation requirements of mainstream agencies recognise 'soft outcomes' or 'distance travelled', with this approach underpinned by systems and processes that support, recognise and validate various stages in the migrant journey towards employment inclusion in national employment programmes of 'distance travelled' and other ways of measuring and recognising 'soft outcomes'.	Number of 'soft indicators' recognised and applied by mainstream agencies Number of mainstream agencies recognising and applying 'soft indicators' Evaluation criteria/ definitions of progress towards employment	documentation / Partner information Project evaluation documents

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
Individualised, tailored support				
9	**Information, Advice and Guidance (IAG)**	The project provides accredited, high-quality IAG that is accessible to migrants.	• Quality benchmarks/awards • Numbers of staff certified to provide IAG (where certification exists) • Number of multi-lingual staff employed and accredited to give IAG • Numbers of migrants accessing IAG • Availability of bi-lingual IAG materials	Project specifications highlighting requirement of IAG provision; materials produced;
10	**Intensive, personalised support**	The project provides for one-to-one contact with migrants – i.e. a dedicated personal advisor – with • staff appropriately trained and experienced to provide individual support; • bespoke support services which are commissioned to meet an individual's needs where the project cannot do so;	• Number of one-to-one interviews held/booked • Feedback forms or surveys of participants' views • Numbers of staff available for this support function (where specified); Number of migrants taking up this support function • Numbers progressing onto training/employment as a result of this support	Project specification; Partnership records Management Information

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
11	**Provision of soft skills and employability skills**	The project promotes soft skills and employability through • use of training material which is employment-focused in its content and design (e.g. CV preparation, training in interview techniques, help with job search); • involving relevant employers and skills agencies in the design of course content, to improve the match between supply (of relevant skills) and demand.	• Course materials • Communication and meetings with relevant employers and skills agencies to seek their input into course design and content Participation and retention levels on soft skills and employability courses; Course completion rates; Numbers progressing on to job interview/training/employment/work placement.	Project specification and documentation Management Information
12	**Provision of adequate resources**	Within the project's budget, a specific sum of funding is reserved for work with migrant groups.	Budget provision and activity specified in regional strategies / action plans	Tender specifications
Employer engagement				
13	**Employers understanding the value of migrant skills**	As part of the project's activities, employers are involved in • helping other employers to better understand the value of migrant skills; • promoting the changes to recruitment policies, job criteria, Equality and Diversity policies and training which	• Number of strategies deployed • Promotional materials • Good practice case studies of the benefits to employers • Number of staff involved/engaged in the employing body	Project documentation; materials produced Employer Compacts

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
		result from understanding the value of migrant skills	• Equality and Diversity policies	
14	**Employers involvement in skills training and in providing work placements**	Employers are involved by the project in recognising and accepting the certification of skills; giving input to skills training materials, content and assessments; making the commitment to provide work placements.	• Number of employers involved • Number of work placements provided • Participation in events and meetings (nos./frequency) • Numbers progressing onto work placements, work trials, work experience, volunteering. interviews or work-place based training • Input of employer expertise into the design and content of skills training and assessments	Project specification; Management information; records of employer engagement; formal contracts with employers
Sustainable employment outcomes				
15	**Embedding sustainable employment outcomes in project design**	Project aims at sustainable employment by • emphasising the quality of jobs for MEM groups, levels of pay and opportunities to progress; • initial consultation with migrant regarding their desired job outcomes and related goals; • contracting and funding/delivery of post-employment support schemes, either	• Staff training and guidance documents • Records of initial consultation with migrants, detailing their desired employment goals – i.e.: enrolment forms; progress documents and records of progress Numbers progressing into employment and retention levels Numbers of those progressing in the workplace	Project specification; documentation; MI; retention data Research Studies (usually commissioned by Governments/ Commissioning Agencies

No.	Critical factor	Indicator	Evidence to be provided by projects	Information source
		within the project or by employers outside it.	• Number of employers involved	Project evaluations
16	**In-work support**	The project provides in-work support schemes, involving employers, which include a mentoring or buddying scheme after entering employment, either through project or employer resources; support and mediation should problems arise in the workplace.	• Levels of job retention • Materials issues on post-employment support schemes • Data collected on levels of uptake • Numbers of mentors/buddies in place • Duration of support; • Numbers of those progressing in the workplace	Project specification; documentation; MI; retention data Project evaluation documents
17	**Cooperation with mainstream state agencies (such as chambers, ministries, employment agencies)**	The project collaborates with mainstream agencies in…. *[proposed indicator for discussion by TWG – Berlin Partner to introduce]*		

TWG II Developing Anti-Discrimination Skills

No.	Critical factor	Indicator	Evidence	Information source
Design and approach to developing anti-discrimination skills				
1	**Staff involvement in the design and development of anti-discrimination skills activities**	The organisation's EO strategy and procedures include anti-discrimination training with staff involved in the planning (including staff from different organisations for joint training initiatives)	• Number and level of staff involved in planning training courses and other staff development activities • Strategies show commitment to staff input	Policies, plans, records of staff training Partner meetings / minutes
2	**Migrant voice heard– perspective of MEM groups and individuals inform anti-discriminatory approaches**	There are processes to consult MEM groups on training content and approach, with capacity building for individual MEM and MSOs	• Results of local consultation with migrants and ethnic minority (MEM) groups • Plans and training opportunities in place for MEM and MSOs to take on intermediary or training roles • Allocation of funding to MSOs	MEM views (survey) on consultation procedures Local consultative bodies/diversity committees Evaluation of processes, outcomes
3	**Good practice is spread through development of toolkits and other course materials**	Tools and good practice developed in projects are widely used in employers' and organisations' revised strategies and activities	Evidence of materials in use - by different organisations and in different contexts - in different regions or countries (for transnational work).	Materials produced Evaluation of impact
4	**Business case for diversity is used to engage**	Diversity strategy is effectively promoted to employers with trades unions and other	• Evidence of promotion though employer to	Project documentation

No.	Critical factor	Indicator	Evidence	Information source
	employers	employers taking part	employer networking • Number of SME's including MEM and migrant entrepreneurs taking part and producing new strategies • % of employers promoting their E&D strategy to MEM customers and potential employees • Employer and trades union engagement agreements	Management Information (recorded outputs) Case studies
5	**Staff development addresses barriers faced by particular groups or in particular sectors**	Specific barriers to employment have been analysed and the content of staff development is tailored to addressing them	Plans showing • Specific discrimination and sectoral issues are addressed • Gender issues are mainstreamed • Appropriate range of staff are trained • Monitoring plans to check staff development is addressing barriers	Staff development plans
6	**A range of methods are chosen to foster anti-discrimination skills**	The methods of staff development have been selected to address issues and needs that have been carefully identified	Planning documents showing evidence of • research into needs/audit of current practice • assessment of evidence of what works • clear rationale for selecting approach • methods used such as buddying, work	Reports Staff development plans

No.	Critical factor	Indicator	Evidence	Information source
			shadowing, job placements, E&D teams	
Content and impact of anti-discrimination skills development				
7	**Training reflects changes in national anti-discrimination legislation and local contexts**	Development activities cover staff awareness of multiple discrimination, discrimination against MEM outside legal frameworks, and current national/local discrimination issues	Training and activity plans covering relevant local and broader national legislation and discrimination issues	National data sets Partner information
8	**Pre-employment discrimination and barriers are addressed**	Private and public employment agencies, and advice and guidance services, including MEME employers, are developing staff awareness of discrimination and the skills to address it	• E&D action plans prepared by guidance services and recruitment agencies • Codes of conduct agreed with professional bodies • Workforce profiling showing numbers/ levels of MEM staff recruited into guidance and employment intermediary roles	Documentation : Plans Codes of conduct
9	**Migrants and NGOs are involved in staff development**	MSOs and NGOs are funded to develop awareness in their own communities and deliver training to other organisations and course contents cover intercultural understanding	• Course materials, and delivery demonstrate MEM input • Tender specifications include requirement for MEM contribution • Networks or meetings where MEM can	Satisfaction surveys among MSOs and NGOs Project records and monitoring information

No.	Critical factor	Indicator	Evidence	Information source
			discuss anti-discrimination	
10	**New working practices address MEM discrimination**	Organisations' strategies for recruitment and promotion, planning and procurement now reflect anti-discriminatory practice and new projects are assessed by a "diversity test" or "impact assessment"	• Case studies of innovative projects and % activities mainstreamed • MEM issues are addressed in new competence based job descriptions, E&D policies, charters, procurement documentation, project targeting and programme specifications • Measures such as language support are in place to help MEME retain jobs and progress once in work • Examples of diversity tests or impact assessments carried out to monitor effectiveness against planned activities	Organisation and partnership policies, processes and practices
11	**Monitoring the impact of new anti-discriminatory approaches**	Processes are in place to monitor, review and implement changes as a result of gathering evidence on impact and there is evidence of change	• Evidence of changes to data recording • Increasing % of MEM which is more representative of population/staff profile: -in higher grades -in permanent contracts – in wider range of sectors/jobs - women in better paid jobs	Organisation records, surveys and evaluations

No.	Critical factor	Indicator	Evidence	Information source
			• Proportion and grades of employees taking part in activities to develop anti-discrimination skills • Case studies and evaluations which show an impact on policy and practice • Staff surveys showing changes in attitudes and awareness • Monitoring reflects national bodies	
Effective network and mainstreaming				
12	**Trade Unions' active involvement in MEM anti-discrimination work**	New initiatives developed among union members and representatives	• % of Union representatives trained, delivering training or in new roles • Increase in anti-discrimination cases taken up by TUs • TUs sharing information across employers, sectors and regional or national boundaries • Migrant participation in TUs	TU reports TU member surveys
13	**Employer bodies promote equality and diversity strategies**	National employers and national/regional employer groups and networks from different sectors are signing up to diversity charters and codes of practice	• Employer Charters / Compacts signed and implemented • Statements by employer bodies and diversity representatives, where appropriate	Surveys/partner information Project Reports

No.	Critical factor	Indicator	Evidence	Information source
14	**Relevant professional bodies are involved in mainstreaming ESF practice**	HR networks are promoting lessons on MEM involvement from ESF and other initiatives through advice given and development of professional qualifications and job roles	• Promotional materials/advice columns addressing E&D issues • New courses offered with curriculum covering E&D • Take up of qualifications by HR network members • Job descriptions for HR posts showing responsibility to combat discrimination	HR representative bodies websites and materials Accreditation confirmation from awarding bodies
15	**National equality bodies' priorities and ESF MA's EO strategies have impact on employers and projects**	Projects are responsive to ESF equality objectives and employers show awareness of EU and national legislation and priorities	• Amendments to ESF Commissioning Strategies with increased priority on migrant groups • Interview evidence from employers • Project reviews & employer records recording changes to systems	Project specifications Proposals from providers
16	**Policy makers are engaged at local and national level**	Local or regional network on MEM issues involve policy makers and policy or decision-making bodies involve NGO/MSO	• Local and national thematic network and ESF monitoring committee membership lists • Feedback from NGOs and MSOs that their participation has had useful outcomes • Mainstreaming strategies are being developed to implement activities	Partner information National committees and thematic networks terms of reference and minutes

No.	Critical factor	Indicator	Evidence	Information source
			proposed	
17	**Resources adequate for sustainability**	Key stakeholders continue to develop innovatory practice to develop staff skills after project funding ends	• Confirmation letters showing new funds available or contract offer from agency to continue to deliver ESF project activities • Evidence that funding has been ring fenced to support activities developed by the projects • MSOs supported to continue their involvement.	Records Offer letters Funding stream specifications adopted.

No.	Critical factor	Indicators	Evidence	Information source
Institutional and policy setting				
1	**Local or regional remit** for the selected ESF/ITA project	The project's scope is sub-national, i.e. it is limited to a region, locality (town/city), or combination of localities.	Spatial limits set for the project's activity (i.e. the extent of the PR area).	Project specification; management committee terms of reference
2	**Public administration – degree of decentralisation of budgetary decisions**	Across the Member State (MS) in aggregate, and for the region/locality being Peer reviewed, sub-national authorities determine most of their own annual expenditure and income	For authorities elected at regional and at local level, in aggregate across the State, *and* for the PR authority • proportion of annual gross spending set by authorities at the relevant level • proportion of annual revenue to fund services which is derived from taxes or charges determined by them.	Published surveys (EU-wide, national) on financing of these authorities; data from bodies representing nationally; *plus* information from the PR authority.
3	**Public administration – degree of decentralisation of control over public actions on employment**	In this MS, authorities elected at regional and local level have wide scope to launch actions to promote employment, including the power to create legal entities (agencies, partnerships) and set their priorities.	Documentation to show that such authorities have statutory power to establish, manage and set priorities for such entities.	Bodies representing authorities at MS level, *plus* information from the PR authority.
4	**Local/regional strategic planning – context:** how far such practice is already	The Peer Review area is covered by economic and/or social development strategies, at	• Joint strategies for economic and/or social development currently pursued by	Partnership documentation; information in tender

No.	Critical factor	Indicators	Evidence	Information source
	established among relevant institutions in this territorial area.	regional or local level, which • match (or go beyond) the selected ESF project in their aims, territorial scope and timescale; • are delivered by inter-agency structures; • are considered effective by agencies and stakeholders participating in them.	regional/local authorities and agencies. • Feedback from local stakeholders on the implementation of these strategies.	specifications and programme action plans; feedback from stakeholders in PR interviews.
5	**Data collection:** reliable data are available at the relevant geographical level.	Data series currently published by the MS for this geographical level include key parameters* for monitoring the labour market status of migrants and ethnic minorities. *[* Parameters as set out in Platform's baseline report.]*	• MS official datasets: data series published at the relevant regional/local area level. • EUROSTAT information/advice (where available) on coverage and quality of these MEM-related data series.	National statistical bodies, EUROSTAT, advice from the PR authority.
6	**Migrant voice – community development**: these communities have already self-organised and found a voice in local public decision-making.	Most of the area's migrant communities have formed active and stable self-organised bodies before the ITA project begins, through which they take part in processes of decision-making on (some or all) major public services in the PR area.	• Number of MEM community-led groups, and estimated membership. • Information on MEM input to consultative and decision-making structures for local/regional services. • MEM representation within management structures of public services; this project; and wider economic/social strategies (# 4 above). • MEM participation in the electoral process	Project documentation; information from PR authority and other project partners; information from MEM groups and other feedback in PR interviews.

No.	Critical factor	Indicators	Evidence	Information source
			at the local/regional level.	
Partnership structure				
7	**Political leadership** for the ESF/ITA project or programme, by elected local or regional authorities.	Elected local or regional authorities give strong, visible and consistent leadership to the ITA project or programme which • links it to their wider policy goals; • ensures commitment and coordination within their own administration; • builds trust among partners; and • works to build political support for the project among the public.	• Engagement with the ESF/ITA project by senior members of the PR authority. • Structure within the authority to coordinate its own input to the project. • Range of decisions – including those on resource allocation – which are shared between project partners. • Degree of support and approval by the local public and local third sector bodies outside the project.	Project documentation; commissioning strategy for funds; management committee minutes; feedback in PR interviews; local public opinion surveys.
8	**Range of partners** brought into the project.	The structures of the project partnership include a broad range of stakeholders from across public, private, and third sectors - including MEM representatives who take on roles and responsibility at all decision-making levels.	Information for this ESF/ITA project, on • its partners, listed by sector and groups they work with; • partners' positions and tasks within its management structure; • role of MEM representatives in that structure and its decision-making.	Project specification and partnership structures approved by commissioning agencies; project management information
9	**Engaging policy-makers in the project's development**,	In the selected project, policy-makers (i.e. elected politicians or officers with responsibility	• Number of policy-makers involved in the project, from similar *or* higher tiers of	Project documentation and information from

No.	Critical factor	Indicators	Evidence	Information source
	as a step towards mainstreaming	for public goal-setting and resource allocation) • contribute to its initial design; • are involved in its development through the life of the project either directly as partnership members, or in regular dialogue to help steer its work • help to get its results mainstreamed.	administration. • Information on policy-makers' contribution to design of the project. • Defined and agreed roles for them in its management, and their participation in meetings. • Their role in helping to plan and implement action for mainstreaming.	partners; information from PR authority; feedback in PR interviews.
10	**Status of partnership**: formal (legal) status and scope of action of its project.	The project partnership can acquire a strong legal identity which allows it • to make contracts and investments beyond the period of ESF funding; and • to determine (for at least some of its partners) the use of substantial parts of their budget and service activity.	• Partnership's legal status and powers arising from it. • The proportion of partners' own resource use and/or service provision which can be determined by joint decisions of the partnership. • How far it can influence delivery of services to the MEM target group.	Project documentation; management committee minutes; reports by partners; feedback in PR interviews, especially from MEM groups.
11	**Quality of governance structure**: simple and transparent structure gives flexibility, allowing it to adapt as the ESF/ITA project develops.	Management of this project • engages all partners in decisions; • keeps structure simple by minimising hierarchy, functional divisions and working groups;	• Documentation on the design of the project's management structure. • Testimony from partners and stakeholders on how it works in practice, in particular its ability to respond to change. • Reports from MEM groups, other	Project documentation; management committee minutes; information from partners and PR authority; feedback in PR interviews.

No.	Critical factor	Indicators	Evidence	Information source
		• keeps its decision-making open to the views of consultative groups, and of its sub-contractors; • opens its processes as fully as possible to MEM and other stakeholders.	stakeholders, and sub-contractors about how far this structure is transparent and open to their views.	
Process - goal-setting and management				
12	**Identifying needs and objectives** through a process which is rigorous, inclusive, and open to complexity.	Development of this ESF/ITA project began with a needs assessment which • aimed to identify key needs clearly; • developed from the bottom up; • was carried out in dialogue with practitioners, employers and key stakeholders including MEM groups; • recognised that target group needs are complex and linked.	• Documentation on the system used to carry out the project's initial needs assessment, and on the resources and support invested in it. • What roles this system gave to partners, practitioners, employers, MEM communities, other stakeholders; • Output: how fully and precisely MEM needs were specified by its findings.	Project records; partnership handbook / project guide; partner information; feedback in PR interviews, especially from MEM groups.
13	**Integrated strategy**: needs-based objectives are brought together in a comprehensive long-term strategy for the selected ESF/ITA project.	The selected project has a strategy which • focuses on objectives derived from the project's needs assessment (#12) • is prepared through a process open to MEM groups and other stakeholders;	• The partnerships' agreed strategy document. • Documentation and testimony on the process of planning and drafting the strategy, including experience of that process among MEM groups and other	Project documentation; partner and stakeholder feedback.

No.	Critical factor	Indicators	Evidence	Information source
		• offers clear roles / targets / milestones, with coherence between actions; • is accessible for non-specialists, and for those not reading it in native language; • plans explicitly for long-term policy impact beyond the project period.	stakeholders.	
14	**Resources and timescale**: funding and time allocation match activity defined by the strategy.	The ESF/ITA project's budget provides • specific resources for its management and coordination; • funds to support engagement by stakeholders, including specific allocation for MEM partners; • enough resources to allow a timescale in which relationships can be built.	• Budget documentation for the project, from the bid stage onwards, plus information from the commissioning agency's Technical Assistance Strategy. • Actual expenditure on main activities, compared to budget. • MEM and other stakeholders' views on adequacy of budget and time allocation.	Project budget and other documentation; strategy documents of national / regional commissioning agency; feedback from PR interviews.
15	**Building stakeholder capacity** to engage with the ESF/ITA project, in particular for less experienced key stakeholders.	Migrant groups engaged as project partners or stakeholders are offered resources and facilities which strengthen their capacity to take an active role in managing and delivering the project.	Documentation plus feedback from MEM and other stakeholders, on capacity-building services offered by the project to MEM representatives, such as • relevant training; • support services like interpreting, translation and childcare;	Partnership handbook and other project documentation; feedback in PR interviews.

No.	Critical factor	Indicators	Evidence	Information source
			• mentoring schemes • compensation for their time input.	
16	**Monitoring and evaluation** by techniques that are both rigorous and adapted to work with this marginalised target group.	Systems for monitoring and evaluation, supported by Managing Authorities, which will help the ITA project partnership to test whether its model makes a long-term difference to MEM participation in employment, including the use of • a frame of reference that covers long-term impact as well as current activity; • both quantitative and qualitative evidence, reported in a structured and transparent way; • Peer Review by practitioners; • MEM community feedback, as a key instrument for monitoring progress and final evaluation.	• Range of methods used to monitor and evaluate activity and outcomes against objectives, including both quantitative and qualitative techniques. • Commissioning agencies' / Managing Authority's policy on use of these methods. • Ability of MI systems to record adequately all aspects of project activity, including the use of agreed datasets and codes to record results for MEM participants. • Involvement of the MEM target group in monitoring and evaluation, and its scope for influencing conclusions. • Steps to evaluate the project's long-term policy impact, and action taken as a result.	Operational Programmes; project specification and other documentation; feedback in PR interviews from partners, practitioners, and MEM groups.

Annex 4 Peer Review project nomination template

Section A: Project nomination **Theme**: for which TWG is the project nominated?	
Project title and period	*[Please give full title, and show its start and end dates]*
IMPART Round (2010 or 2011) for which it is nominated	
Contact for questions about this project and for planning Peer Review visit	For **IMPART Network Partner** name/position email address phone
	Project/programme (beneficiary level) name/position email address phone
Date of this nomination	

(B) Key attributes of the project		Project nominated for Peer Review - description	Assessment [a]		
no.	attribute		L	M	H
1	**Target group** *To what extent is the project designed to target migrant and ethnic minority communities?*				
2	**Topic or 'sub-theme'** *Which topic adopted by TWG does this project address?* [b]				
3	**Potential for learning** *How far can we learn from the project about good practice in implementing and/or mainstreaming work in this thematic area?*				
4	**Project budget** *What is total budget (€) over the project life and its co-financing (%)?*				
5	**ESF / other EU funding – current** *What share of resources for this project currently comes from* *(a) ESF or* *(b) other EU funding streams?*	(a) ESF funding (b) other EU funding *[Please show € values and % of total budget. Briefly outline the funding structure, if you consider this useful.]*			
6	**Project funding – historic** *If the current budget includes ESF or*	(a) Past funding from ESF/ or other EU source *[Please show dates and % of budget financed from these sources, in that period]*			

	other EU funding… *(a) did these sources* previously *support the project?* *(b) how is it funded now?*	(b) Current structure of project funding *[Please list the main current sources, as % of total project budget]*			
7	**Results available** *To what extent will the project have results ready to share through Peer Review (in the relevant Round 2010 or 2011)?*				
8	**Peer Review: project engagement** *Has the project partnership confirmed to you that it is ready to host a Peer Review visit and (according to IMPART criteria) engage fully with it?* [c]	*[Please confirm- by marking Y/N - the project's commitment to the following:]* (a) be ready to learn, share lessons, and be questioned in depth? (b) host a study visit and put time into preparing it? (c) ensure that relevant colleagues will allocate time for interviews? (d) arrange translation of key materials and (where necessary) interpreting to English, for interviews?			
9	**Peer Review: Partner engagement** *How far is your authority, as Network Partner, able to support the study visit* *(a) financially* *(b) in other ways?*	(a) funding available to cover cost of support to the visit by network Moderator? [d] (b) other support offered to the Peer Review visit by your authority?			
10	**Interviewees available** *Will a range of project participants and local stakeholders be available for interview, during the visit?*	*[Please briefly indicate range of expected interviewees, including participants from migrant and ethnic minority communities and Migrant Self Help Organisations]*			

Notes

[a] TWGs may use this section to rate the project low/medium/high. See introductory remarks above, *Purpose of the template*. It is emphasised that this procedure is discretionary. TWGs will judge whether to apply it to projects currently nominated, or to all attributes of those projects.

[b] Within the broad area of its theme, each TWG adopted (June 2009) a number of topics or 'sub-themes' as the preferred focus for their Peer Review activity. A project should be chosen for Peer Review, therefore, only if it reflects at least one of them. The topics are as follows:

TWG I Assessing competences

- Effective skills assessment and recognition
- Awareness-raising among mainstream agencies
- Individualised, tailored support
- Employer engagement

TWG II Anti-discrimination

- Engaging employers
- Developing anti-discrimination skills and approaches in a changing world
- Role of NGOs and Migrant Self Help Organisations in training and development
- Mainstreaming through bodies with wide membership among staff or employers

TWG III Integrated territorial approaches

- Transition from school to work, for young people of migrant background
- Action to promote economic development at local level
- Cooperation/joint work with migrant organisations
- Building local authority capacity to take employment-focused initiatives

[c] Criteria for selecting projects, agreed by IMPART Management Committee; include engagement by the host project in the following respects:

- be ready to learn and share lessons, and not be anxious about being questioned;
- be willing to prepare and host Peer Review visits, and to allocate time for interviews;
- have key project information available in translation.

Annex 5 Interview card

<table>
<tr><td>Interview card</td><td colspan="2">Interview number</td><td>Date & time</td><td colspan="2">Name of interviewee & Organisation/department</td></tr>
<tr><td colspan="4">Interview location</td><td colspan="2">Interviewee responsibility & job description</td></tr>
<tr><td>Interpreter Yes/ No</td><td colspan="3">Interpreter name</td><td colspan="2">Interviewee will answer questions on (insert relevant benchmark references</td></tr>
<tr><td colspan="2">Peers Initial Questions</td><td>Benchmark Reference</td><td colspan="2">Answers</td><td>Benchmark Reference</td></tr>
<tr><td colspan="2"></td><td></td><td colspan="2"></td><td></td></tr>
</table>

(Continue on separate sheets using 4 columns)

Annex 6 Workshop card

Workshop card	Workshop number			Date & Time
workshop location				
Interpreter Yes/ No	Interpreter name			Name of Peers
Workshop focus (insert relevant benchmark references)				
Name of stakeholders	Representing Organisation details			
Peer initial Questions	Benchmark Reference	Answers & feedback		Benchmark Reference

(Continue on separate sheets using 4 columns)